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ABSTRACT

A total of 748 graduates of the classes of 1964, 1974, 1980, 1982, and 1984 from 24 secondary programs for the deaf responded to the survey questionnaire of the 1984-1985 Secondary School Graduate Follow-Up Program for the Deaf. Graduates provided information about their postsecondary labor force activities, employment, occupations, earnings, and continuing educational pursuits. Results for this sixth annual survey are summarized as follows: Labor force participation rates of the most recent classes have increased 3.5 percent over the past three surveys, while rates among older graduates were slightly decreased. Unemployment rates for respondents were two to three times higher than the national average, depending on age group, and more respondents were employed part-time than in previous surveys. Males were primarily employed as "operatives, fabricators, and laborers," and secondly in "technical, sales, and administrative support" occupations. Females were also employed most often in these two categories, but in reversed order. Relative to national median weekly earnings, male and female respondents earned an average of $108 and $56 less per week, respectively. Further education of some kind had been or was currently being pursued by over 60 percent of the respondents. Increases were cited in both supplemental security insurance and vocational rehabilitation assistance. (JDD)

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SECONDARY SCHOOL GRADUATE FOLLOW-UP PROGRAM FOR THE DEAF

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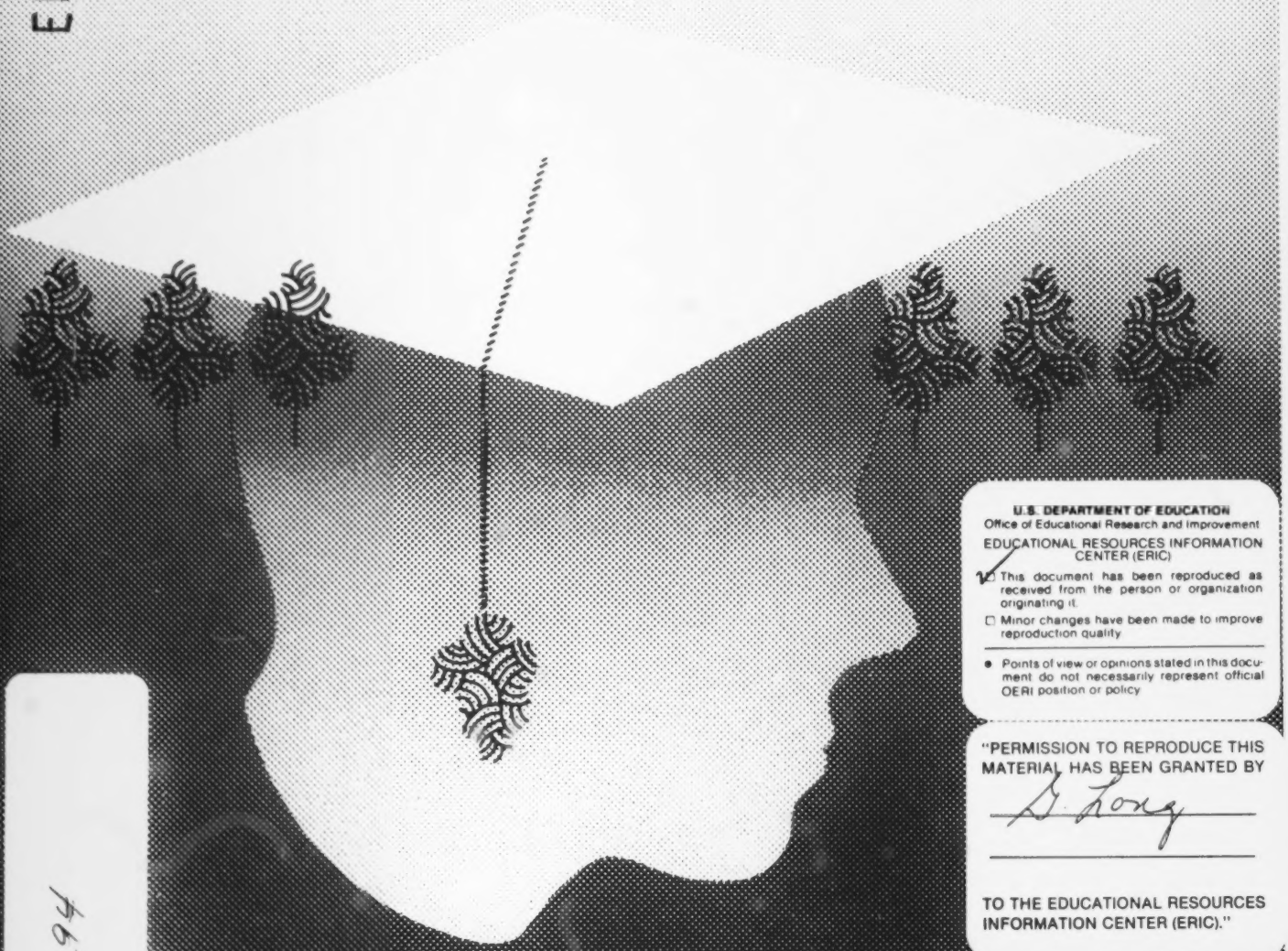
A PROGRAM TO IDENTIFY THE CURRENT COMPARATIVE STATUS OF GRADUATES IN TERMS OF EMPLOYMENT, OCCUPATIONS, INCOME AND CONTINUING EDUCATION



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EC 210 294

Sixth Annual Report
1985

Secondary School Graduate Follow-Up Program for the Deaf

Sixth Annual Report

1985

Janet MacLeod-Gallinger

Division of Career Opportunities

Rochester Institute of Technology

National Technical Institute for the Deaf

EC 210294

Participating Programs:

1. American School for the Deaf, CT
2. Arizona State School for the Deaf and Blind, AZ
3. Atlanta Area School for the Deaf, GA
4. California School for the Deaf, Fremont, CA
5. Dallas Regional Day School for the Deaf, TX
6. Florida School for the Deaf and Blind, FL
7. Hinsdale South High School, Hearing Impaired Program, IL
8. Illinois School for the Deaf, IL
9. Kentucky School for the Deaf, KY
10. Lexington School for the Deaf, NY
11. Louisiana State School for the Deaf, LA
12. Maryland School for the Deaf, MD
13. Mill Neck Manor Lutheran School for the Deaf, NY
14. Minnesota School for the Deaf, MN*
15. Mississippi School for the Deaf, MS
16. Monroe County Hearing Impaired Children's Program, MI
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24. Scranton State School for the Deaf, PA*
25. South Dakota School for the Deaf, SD
26. St. Mary's School for the Deaf, NY
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* Programs unable to furnish data for this survey year's report

Executive Summary

This is the sixth year that graduates of secondary programs for the deaf offered feedback about their activities since leaving high school. A total of 748 graduates of the classes 1964, 1974, 1980, 1982, and 1984 from 24 secondary programs for the deaf responded to the 1984-1985 Secondary School Graduate Follow-Up Program for the Deaf survey questionnaire. Graduates provided information about their post-secondary labor force activities, employment, occupations, earnings, and continuing educational pursuits.

Results over time have pointed to emergent trends, as well as to changes specific to any given year. The information is fed back to school personnel via individual school data reports, and this annual composite report, each intended to provide them with a basis for program planning, and for drawing comparisons with other deaf populations and to the nation as a whole. Current survey results are summarized as follows:

Labor force participation Participation rates of the most recent class continued an increase, which has averaged three percent over the past several surveys. Rates among older graduates, though generally stable, were slightly decreased this year. Male respondents age 20 and over showed rates equivalent to the nation, while female respondents participated four percent more than females nationally. Although fewer respondents were out of the labor force compared to last year's results, among those who were, double the percentage reported that it was involuntary, i.e., they were discouraged workers.

Unemployment Unemployment continued to be problematic. Respondents age 25 and under exhibited rates three times higher, and those over

age 25, rates two times higher than national rates for the same age group.

Employment Relative to the national employed population, 12.4 percent fewer males and 5.1 percent fewer females were employed full-time, demonstrating an increase this year in part-time employment among respondents. Although respondents were equally active in the labor force, relative to the nation they were more often seeking employment than finding it, and when employed, were more often part-time versus full-time.

Occupations The previous surveys showed growth among respondents employed in the highest paid, "managerial and professional specialty" occupations, yet at less than half the rate for the general population. This year the rate remained steady for females, but for males the percentage dropped slightly, lowering their rate to one third that for males nationally. Males again, were primarily employed as "operatives, fabricators and laborers"; secondly in "technical, sales and administrative support" occupations, and at a rate increased each of the past three surveys. Females are also employed most often in these two categories, but in reversed order. Their rate of employment in "technical, sales and administrative support" occupations (primarily clerical) was more than twice that for male respondents.

Earnings An earnings gap between respondents and workers nationally within the same occupational categories observed in previous surveys has progressively widened. Relative to national median weekly earnings, male and female respondents earned an average of $107 and $56 less per week, respectively. The discrepancies were similar to those that occurred between Blacks and Whites nationally. Black males and females earned an average of $99 and $25 less per week, respectively. Female respondents once again, reported the lowest weekly earnings overall.

Education Further education of some kind had been or was currently being pursued by over 60 percent of the respondents -- 15 percent had earned degrees and 32 percent were currently in school. As observed in the previous survey, more one- to three-year, versus four-year degrees had been earned. However, among those currently enrolled, four-year programs were reported more often than a year ago. There was also a significant percentage increase relative to last year among most recent graduates reporting current enrollment, and conversely, an equivalent percentage reduction in current enrollment among those two years graduated from high school. This indicates that more are enrolling, but possibly for shorter durations.

Programs Programs of study undertaken continued to expand in variety as did the schools where they were pursued, half of which were two-year and technical colleges.

Other Income Respondents reporting receipt of SSI benefits has jumped approximately 10 percent each of the past three surveys. Vocational rehabilitation assistance, although at a lesser rate, has also increased. These two sources of financial assistance have been the most often cited -- SSI being number one.

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I. Introduction

The Secondary School Follow-Up Program (SSFP) was initiated in 1979 by the Educational Research Committee of the Conference of Educational Administrators Serving the Deaf (CEASD). The Program was begun for and continues to be a source of feedback to administrators and school personnel of secondary schools for the deaf about the post-secondary activities and attainments of their graduates. Not only does the program provide a picture of events for a particular year, but an ongoing look at graduates' activities each year for a sequence of five graduating classes: twenty, ten, five, two and one years since graduation. The five classes are incremented one year with each succeeding survey year of the Program. This is the sixth year upon which information provided by graduates is being reported. This year graduates of classes 1964, 1974, 1980, 1982 and 1984 provided information by way of the SSFP survey questionnaire. They responded to questions about their labor force participation, employment status, occupations and earnings, job satisfaction, and job search efforts, as well as continuing education activities; both completed and current, including types of instructional programs undertaken, category and names of schools where pursued, and degree levels attained.

Since 1980 when requested by CEASD, the program has been managed by the National Technical Institute for the Deaf (NTID), at Rochester Institute of Technology (RIT). The program served seven secondary schools for the deaf when it was piloted in 1979. It has since expanded to its current membership of 27 schools. Though the majority are residential programs for the deaf, there are five day programs participating. Each of the schools receives an individual data report of information

provided by their own graduates. Then follows the annual composite report, comprised of all participants' information combined. This report draws comparisons to national data for equivalent age groups, during the same period the graduates were surveyed. Using their individual reports and this composite report, participant schools can make comparisons about how their graduates are functioning relative to graduates of other member schools as a whole, and to the nation overall. Because the program is longitudinal by design, patterns, trends and changes can be followed by participant secondary programs year to year, thereby supporting program planning with a continuous and current base of information. The availability of such information offers a sampling of the status of deaf adults, and contributes to information on a subgroup of the population which heretofore has been collected with variable frequency from few sources.

II. Procedures

The program is centrally managed by NTID and coordinated on site by a school-appointed individual at each member secondary school. NTID functions primarily as a service provider in that it supplies the survey instruments, procedures manuals (methods and time-lines for conducting the survey), the data encoding, and computerized recording and all analyses for the schools. Additionally, individual school reports and the year-end composite report are produced at NTID and distributed to participants. Each school is sent a contract of agreement to participate which is signed by the chief administrator and returned to NTID along with the name of the individual who is assigned the role of program coordinator. The secondary schools appoint a coordinator; locate and contact graduates of the specified classes explaining the SSFP purpose, requesting graduates' assistance, and verifing correct addresses; mail letters of introduction and questionnaires to graduates; briefly edit returned completed questionnaires for accuracy of demographic information; and forward all completed, signed questionnaires (or copies) to NTID to encode and perform analyses. All questionnaires are returned to their respective schools upon completion of the data encoding. NTID records only information relevant to graduates' status. Personal data such as name, address, and communication device numbers are not recorded. Only the schools retain this information.

The content of the survey questionnaire has not been altered significantly over the past five iterations. However, changes in structure and additions and deletions of a few items have occurred. These have been done to improve readability, ease of analysis, to respond to feedback about needs or areas of interest from among participant schools, and

to increase response accuracy. There were no additions to the survey this year. For the question pertaining to the methods by which employed individuals found their current jobs, the word "got" was used in place of "found" so as to emphasize the successful methods used versus all methods attempted, though multiple responses were allowed. Included this year are two appendices, one each for males and females, which list the specific jobs held by full-time employed respondents. Though this information is always collected, until this year jobs had been presented only by the major occupational groupings into which they fell, such as described in the occupations section of the report. The detailed listing additionally provides information about the level and type of employment respondents have within those major areas, thereby lending a contextual basis for evaluating relative other data.

III. Results for 1984-85 School Year

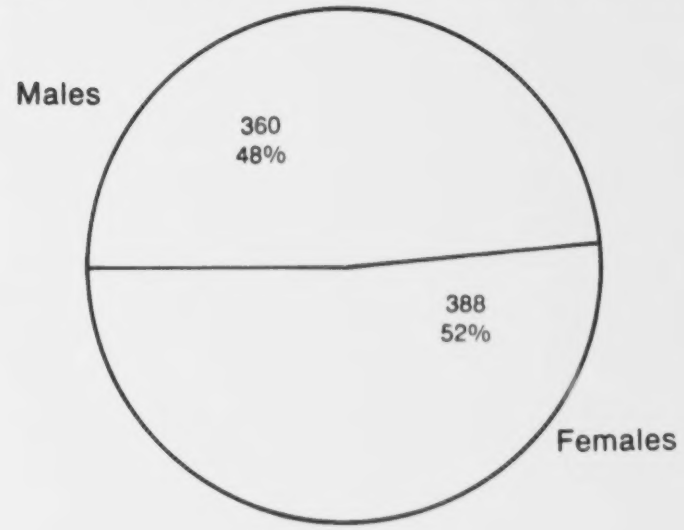
Survey questionnaires were mailed out by participating schools to their graduates of the classes 1984, 1982, 1980, 1974 and 1964.* Mailings were scheduled one in January 1985 and a second the latter part of February 1985. A total of 748 signed, completed questionnaires were forwarded to NTID this year from 24 of the participating programs (three programs were unable to furnish questionnaires due to various circumstances). Results contained in this report are based on the 748 survey questionnaires received. Missing data are explained where they occur on the tables and figures, as are total numbers on which percentages of any subsets of the sample are based.

Demographics

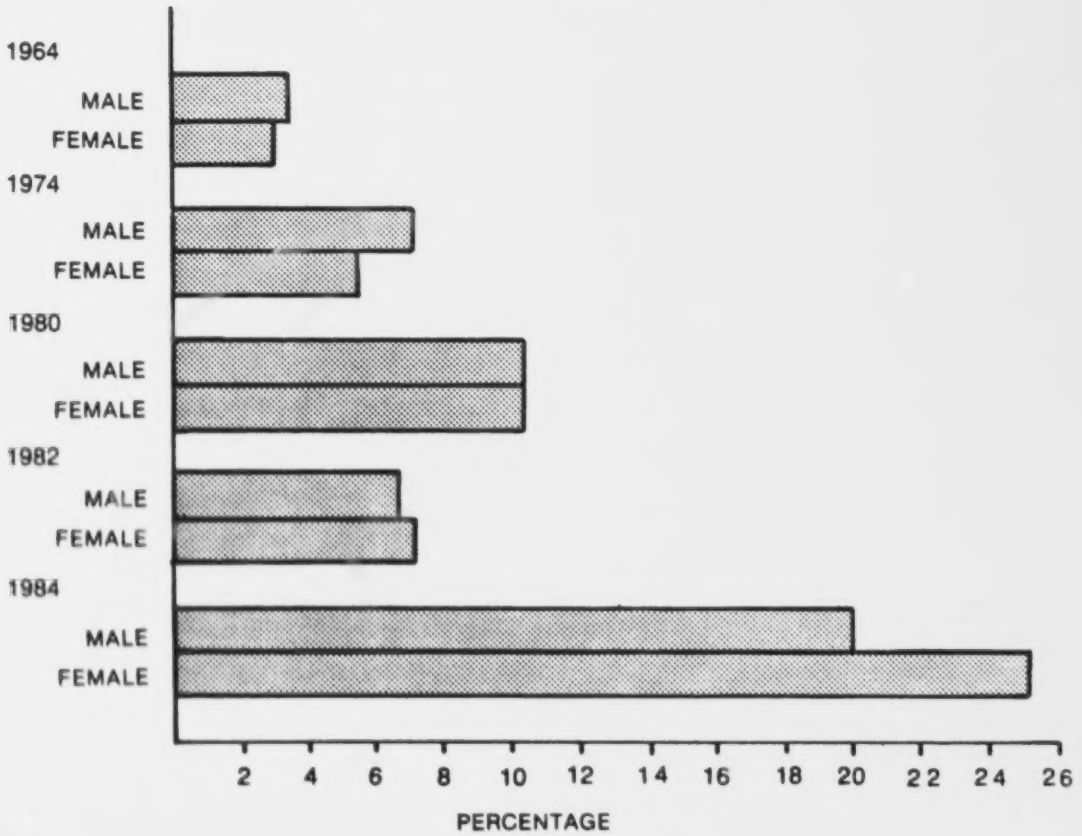
Over the past survey years, there has been an expected greater response from the most recent classes, with only slight variation among percentages responding from the earlier classes. As noted last year, close to 60 percent of the respondents were aged 25 and under. The figure for the same group this year rose to 78 percent. As can be seen in Figure 1 (p. 6), this is due to nearly half of all responses being contributed from the most recent graduating class. The percentages of males and females responding equalled last year's. The ethnic mix on the other hand (Figure 2, p. 8), continues to show variation. Once again, there was a reduction in the percentage of Blacks responding to the survey, a result which has occurred each of the past three years: 18.2 to 12.8 to 10.5 percent this year. Less dramatic, but consistent, has been the increase in percentages of Hispanics responding -- 3.2

*The newer programs among participants did not have graduating classes for all the five years surveyed.

Figure 1. DEMOGRAPHICS — ALL CLASSES: SEX



DEMOGRAPHICS — MALE AND FEMALE RESPONDENTS OF EACH OF THE FIVE CLASSES



to 4.0 to 5.0 percent this year. For Asians/American Indians, the percentages have been smaller and variable.

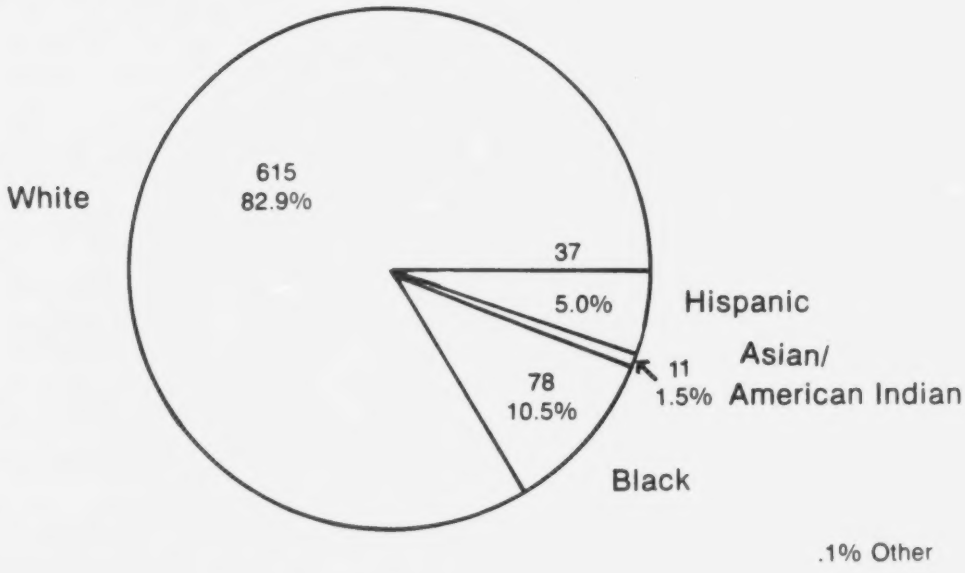
The changes in proportions of the various groups responding, both in ethnic composition and ages, most probably reflect the addition (or in some cases withdrawal) of programs participating and in turn, the makeup of the population each serves. It is not likely a change in group willingness to or not to respond. However, these changes do have implications for interpreting employment and earnings information. When figures are broken out from total population data for various groups, their individual contributing statistics are often quite different from the national averages. Interestingly, the proportions responding from each of the ethnic categories this year parallel more closely their occurrence in the national population than in the previous surveys:

	National Percent[1]	Graduates Respondents Percentage
White	86.0	82.9
Black	11.0	10.5
Hispanic	6.4	5.0
Asian/American Indian, Other*	--	1.6

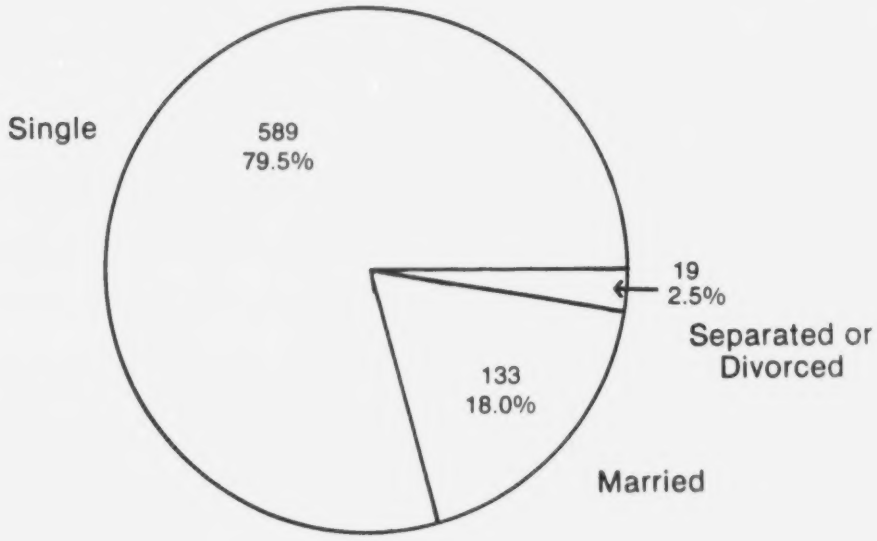
As for age groups, it has already been noted that there is a weighting toward younger adults. The specific considerations relative to the employment and earnings results, which these data affect, will be addressed in the applicable sections of the report.

* Percentages for the nation are based on the civilian population. Data for "other races" are not presented and Hispanics are included in both the White and Black population groups, as reported by the U.S. Bureau of Labor Statistics.

Figure 2. DEMOGRAPHICS — ALL CLASSES: ETHNIC GROUPS



DEMOGRAPHICS — ALL CLASSES: MARITAL STATUS



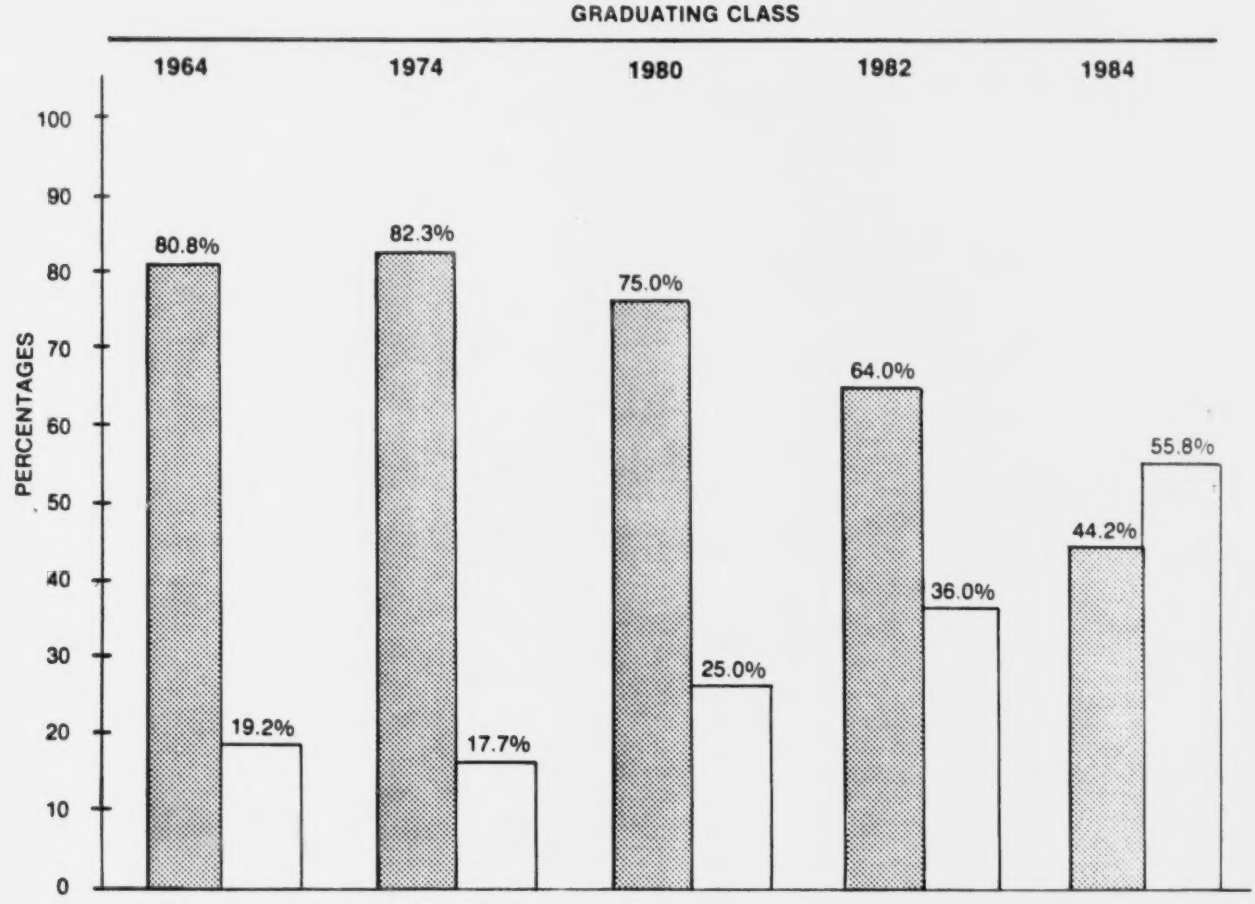
Labor Force Participation

Figure 3 (p. 10) contains labor force participation rates for graduate respondents and the nation by age groups, and for graduates by class years. Prior to describing the results, some labor force definitions need to be set down. People in the noninstitutional population, 16 years and older, are classified for labor force status. Individuals in the labor force include those employed and those unemployed who are able to work and have made specific efforts to find employment during the previous four weeks. In this case, that means at the time of the survey. All others are considered out of the labor force. The labor force equals the sum of the numbers employed and unemployed. The unemployment rate is the percentage of unemployed people in the labor force.[2]

Labor force participation for the graduates has generally followed a pattern of high participation among older graduates, decreasing to the most recent graduates who exhibit the lowest participation rates. This holds true for the current survey, yet there are relatively fewer participating among the older graduates and more among the youngest group. Participation rates of the latest classes have shown an increase of an average of three and a half percent over the past three surveys. In contrast, rates of the earliest classes (1964, 1974) have decreased by an average of more than four and a half percent (though the difference was greater between 1983 and 1984 surveys than the 1984 and current one). The overall picture, however, for this year's respondents is one of higher labor force participation, particularly for graduates of the classes 1980 and later.

Figure 3. LABOR FORCE PARTICIPATION OF GRADUATES OF EACH OF THE FIVE CLASSES

AGE GROUP	PERCENT IN THE LABOR FORCE GRADUATES	NATIONAL
Men 20 years and over	73.9 (221)	73.3
Women 20 years and over	58.3 (179)	54.4
Both men and women 16-19 years	40.7 (55)	55.2
		Civilian Population Total: 64.8[a]



	1964 IN	1964 OUT	1974 IN	1974 OUT	1980 IN	1980 OUT	1982 IN	1982 OUT	1984 IN	1984 OUT
MALES	25	3	50	3	63	13	36	18	76	73
FEMALES	17	7	29	14	51	25	35	22	73	115
TOTALS	52		96		152		111		337	

NOTE: Numbers in parentheses are total respondents upon which the percentage is calculated.

[a] *U.S. Bureau of Labor Statistics NEWS Release USDL 85-50 for January 1985 (Feb. 1, 1985)*

Among men age 20 and over, graduate respondents show equivalent labor force participation rates to the nation. Rates dropped slightly for both from a year ago at this time, but the graduates appear to be faring relatively better. The figures for adult women nationally rose sharply in January, and over the year the labor force grew 2.2 percent, with women accounting for 70 percent of the increase.[3] The women graduates age 20 and over continued to exhibit rates even higher than the national ones. For the nation as a whole, participation rates have decreased slightly over the past several years for the 20-and-over age group. Yet for graduate respondents, with slight up and down variations within, they have been generally increasing. On the other hand, the rates continue to be substantially lower despite year-to-year gains for both male and female graduates age 16-19 years. This age group nationally participated in the labor force at a seven percent greater rate than a year ago, while graduate respondents' rates remained little changed. Thus, the gap between respondent and national rates widened to 14.5 percent. It is important to keep in mind while viewing the rates for 16-19 year-olds that: there are no graduate respondents age 16 and 17 years; they are primarily graduates of residential programs who remain in school usually one or two years longer than occurs in the population generally; and they are less apt to hold part-time jobs than their hearing peers.

Employment Information

Unemployed

The graduates have reported an increase in their labor force activity which indicates positive change. What needs to be further explored is how many among those in the labor force are employed versus unemployed. Figure 4 (p. 13) provides unemployment rates for male and female respondents of each of the five classes. Below it, in Table 1, the information is presented by age groupings for both respondents and the nation.

Unemployment rates for males are up for three of the five classes reporting this year relative to last year's percentages. Only 1980 and 1982 classes showed a small drop. The reverse is true for females, with the exception of the earliest class, 1964, where the rate also rises. This discrepancy is not revealed in their combined rates, where averages result in rates very similar to the previous year. In short, there occurred an overall 4.6 percent drop in unemployment rates for female respondents, but a 2.3 percent increase for male respondents relative to the results obtained from equivalent classes last year.

More significant perhaps are graduates' rates when compared with those of the nation, broken down into age groups. In Table 1, the most striking results lie within the 18-19 year-old group, whose rates dropped from 63.4 to 50.0 to 12.7 percent the past three survey years, and moreover, are below the current national rate of 17.4 percent. Each year, only a very small number of respondents reporting have fallen into this age range. It is difficult to determine whether or not these figures reflect a representative sample of the 18-19 year-old graduate population that was surveyed. What is clear, however, is that the

Figure 4. PERCENT UNEMPLOYED GRADUATE RESPONDENTS BY CLASS AND BY SEX

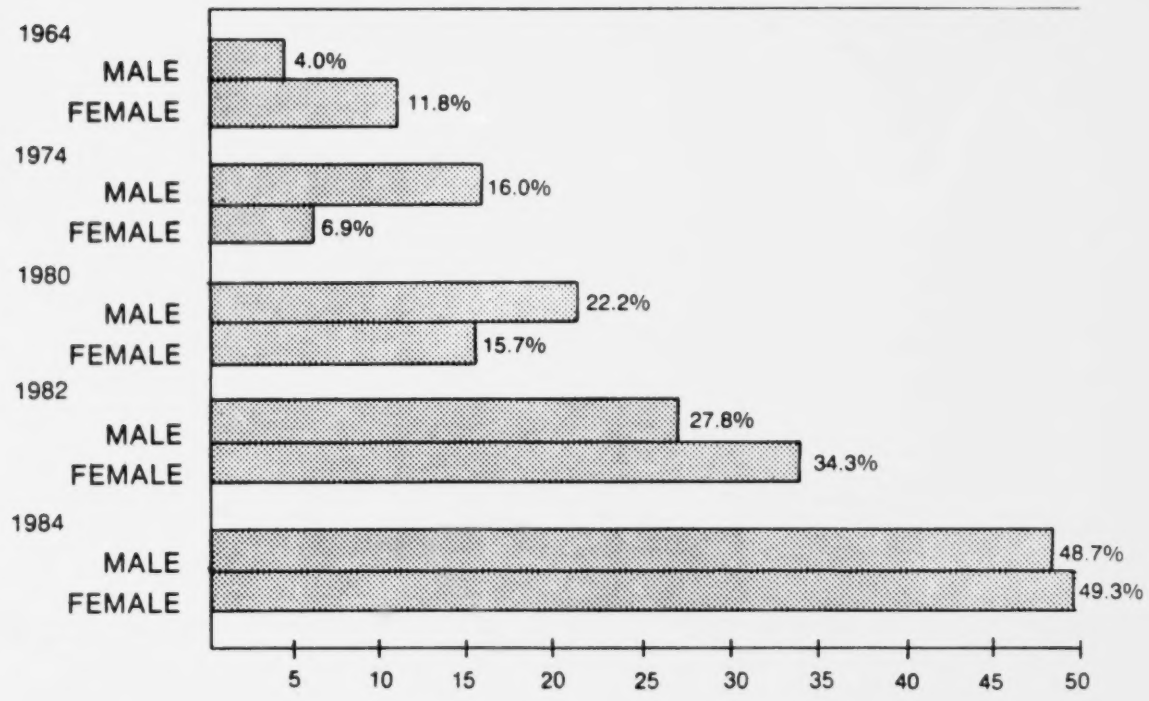


Table 1. UNEMPLOYMENT RATES FOR GRADUATE RESPONDENTS AND THE NATION BY AGE GROUPINGS

AGE GROUP	GRADUATE RESPONDENTS %	NATIONAL %
18-19 years	12.7(7)*	17.4
20-24 years	38.4(104)	10.9
25-54 years	14.7(19)	6.1

* Parentheses contain the numbers of each reporting who are in the labor force, but unemployed.

U.S. Bureau of Labor Statistics NEWS Release USDL 85-50 for January 1985 (Feb. 1, 1985)

results indicate a greater variability than obtained from the other two age groups. It might be more meaningful to refer to the unemployment rates for the most recent graduating classes over the past three surveys to see how they compare with rates for the 18-19 year olds who are a subgroup within those classes.

Unemployment Rates

Survey Year	Most Recent Class	18-19 Year-Old Group
1983	(1982) 56.2%	63.4%
1984	(1983) 47.8%	50.0%
1985	(1984) 49.0%	12.7%

It is readily seen that there is greater similarity between the rates for the classes and 18-19 year-old age group for the previous two survey years. Such results suggest that there is variability in the respondent sample due to small numbers, and more conclusive results might be drawn from examining the unemployment rates of the other age groups.

The 20-24 year-old group of respondents is the largest within the sample. This year, their unemployment rates were up 2.9 percent from last year. Nationally, unemployment rates for the past three years have decreased for all age groups, yet have increased for deaf graduate respondents aged 20-24 years. The discrepancy between their rates and national ones has multiplied from three to three and one-half times.

The picture is improved, however, for the 25 years and over group of respondents, whose unemployment rates have decreased over the past few years, though only a one percent decrease this year from last. They are employed at a rate which is half that of their peers nationally.

This year respondents are more active in the labor force than previously, which can be viewed positively. However, this is expressed by greater job seeking behavior than actual job securing. In other words, they appear to be making more attempts to find jobs, but still are not landing them as often as their age-groups nationally.

Employed

The other sector of the labor force are the employed participants. Figure 5 (p. 16) depicts the full and part-time employment status of male and female respondents. There has been a notable shift in full- versus part-time employment from the previous years, particularly among males. Percentages of males employed full-time have run 85.7 to 86.3 to the current survey at 79.2 percent. For females, the equivalent percentages have been 73.5 to 78.1 to 72.7 percent. Comparable figures for the nation as a whole are as shown.[4]

	January 1985 Employment Rates	
	Full-time	Part-time
Males	91.6	8.4
Females	77.8	22.2

Relative to the national employed population, 12.4 percent fewer male and 5.1 percent fewer female graduate respondents are employed full-time. As a further note, only one of 48, or 2.1 percent of respondents age 18-19 years was employed full-time. This compares with 9.6 percent of persons age 16-19 in the population.[5]

Table 2 breaks down the employment rates of male and female respondents by class years. Here, it can clearly be seen that only half of all graduates of the 1984 class are employed, showing a persistent parallel

Figure 5. EMPLOYMENT STATUS OF THE MALE AND FEMALE GRADUATES OF THE FIVE CLASSES

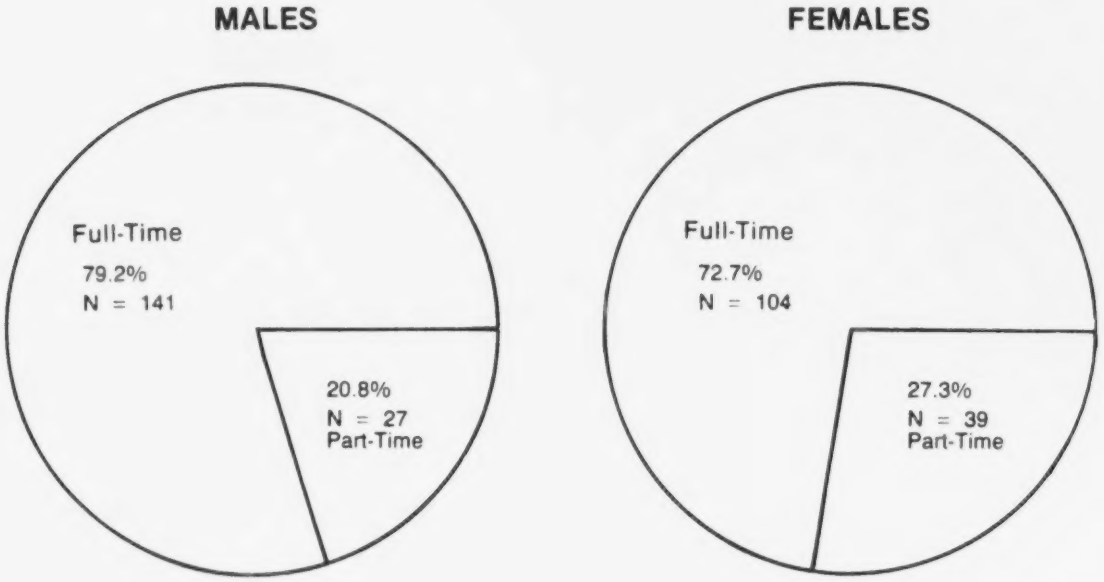


Table 2. EMPLOYMENT RATES OF MALE AND FEMALE RESPONDENTS FOR EACH OF THE FIVE CLASSES

	MALES		FEMALES		TOTALS	
1964	24	96.0	15	88.2	39	92.9
1974	42	84.0	27	93.1	69	87.3
1980	49	77.8	43	84.3	92	80.7
1982	26	72.2	23	65.7	49	69.0
1984	39	51.3	37	50.7	76	51.1
Total	180		145		325	Total employed respondents

to the figures seen among Black youths age 16-19 each of the past several years. This year, Black youths were employed at a 57.9 rate as compared to the same age group in the population whose rates were 81.8 percent.[6]

Occupations

Graduates are asked to report their job titles and a brief description of the primary activities they engage in as part of performing that job. The information provided is then assigned an occupation code according to the U.S. Bureau of the Census Occupational Classification System.[7] All occupations are categorized into six major groupings (the specific jobs reported by all employed respondents are listed for each, males and females, in Appendices E and F, respectively). Figures 6 and 7 (pp. 20 & 21) respectively illustrate the percentages of graduate respondents and of the nation who are employed in each of the categories.

First examined are the percentages of graduate respondents employed within the groupings and patterns occurring in their distri-butions from year to year. Secondly, this same information is compared with equivalent national data to identify congruencies or dissimilarities between them.

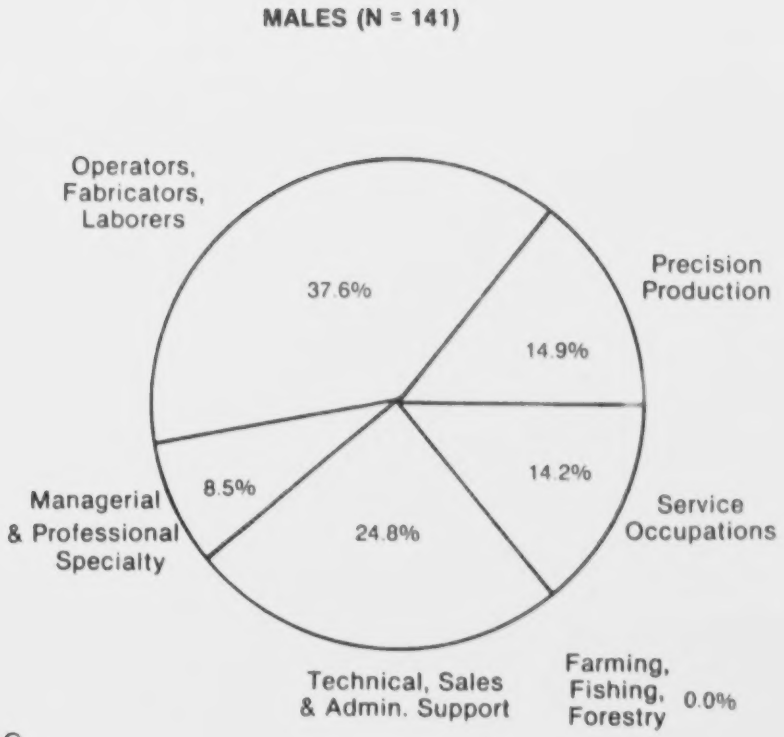
The overall occupational distributions have remained consistent among respondents. Males are largely employed as "operators, fabricators and laborers," while females primarily work in the "technical, sales and administrative support" occupations.* Growth has been observed for both within the "managerial and professional specialty" occupations which are higher paid and generally require more formal education. In last year's survey, females reported an increase of 3.4 to 9.3 percent employment within the "managerial and professional specialty" category, and males, 10.5 to 10.7 percent. However, rates for females this year were equivalent to last year, while for males there was a drop of 2.2 percent reporting occupations in the "managerial and

*This category contains technicians and sales workers, but also encompasses all clerical positions.

professional specialty" category. Instead, males exhibited higher employment than previously seen within the "technical sales and administrative support" areas. Though the increments have not been nearly as large as for females, there have been steady yearly increases. There was a marked increase (65.1 versus 59.3 percent) for females in this category last year, but this year's percentage (59.8 percent) is more in line with the 1983 survey. "Precision production" jobs, which have traditionally been a high employment area for deaf males, saw a 4.8 percent reduction from the previous survey's results. Though historically one of the lowest areas of employment for females, in contrast, there was a 1.4 percent gain over last year for them in the "Precision production" occupations. And as males have demonstrated fluctuating but high employment in the category of "operatives, fabricators and laborers," females are employed at a continuously decreasing rate within this category. The most remarkable changes occurred within the "services" occupations. Both males and females experienced significantly reduced employment within this grouping from the 1983 to 1984 survey. For males, the figure was half that of the previous year (15.1 to 7.6 percent), and for females, one and one-half times lower (13.6 to 3.5 percent). This year, the percentages jumped to 14.2 percent for males, and 8.4 percent for females. The increases can be explained in part by the growth that occurred nationally within the services-producing sector of the economy with retail trade specifically accounting for the majority, followed by business services and health services each contributing equally to the job growth.[7] Last year, it was noted that the opposite had occurred. The services area showed least growth. Despite the 1984-85 economic spurt in the services-producing industries,

Figure 6. PERCENT EMPLOYED IN MAJOR OCCUPATIONAL GROUPINGS

Graduate Percentages



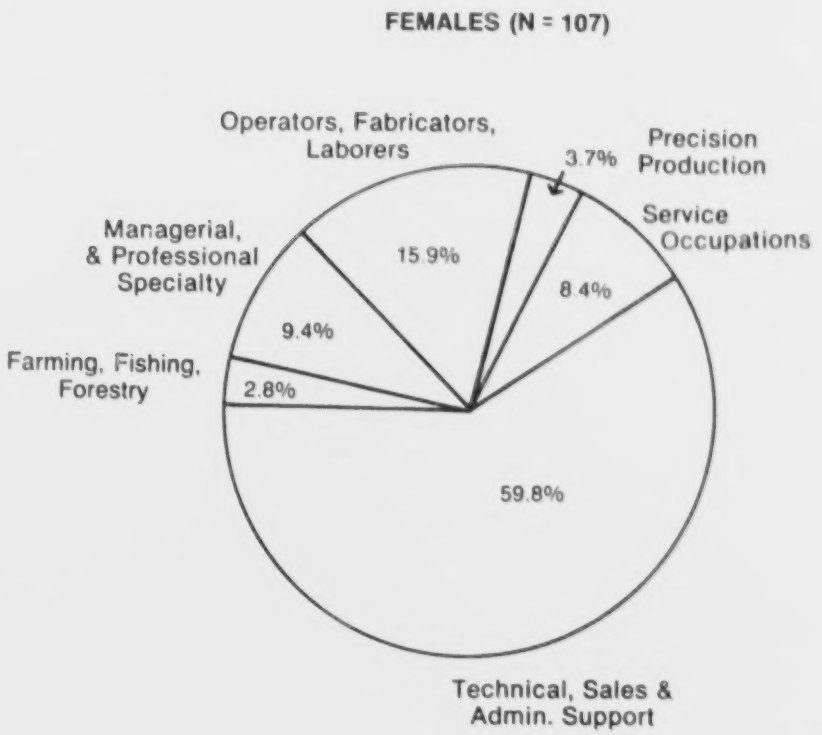
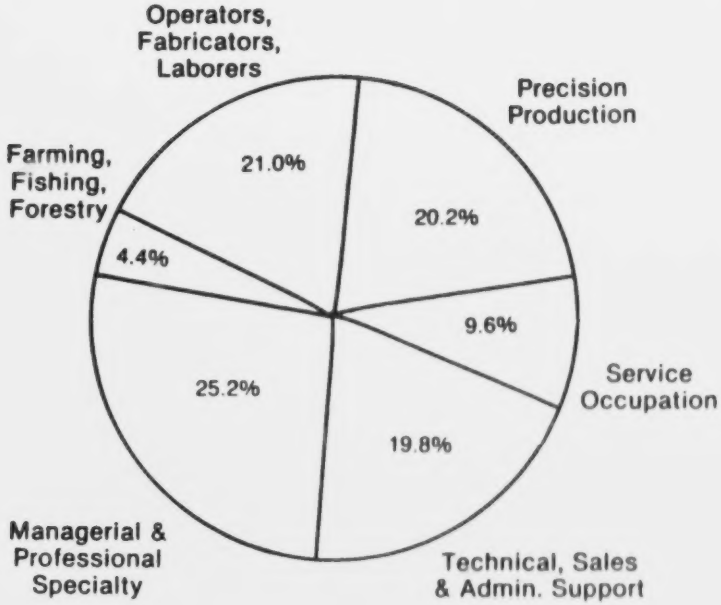


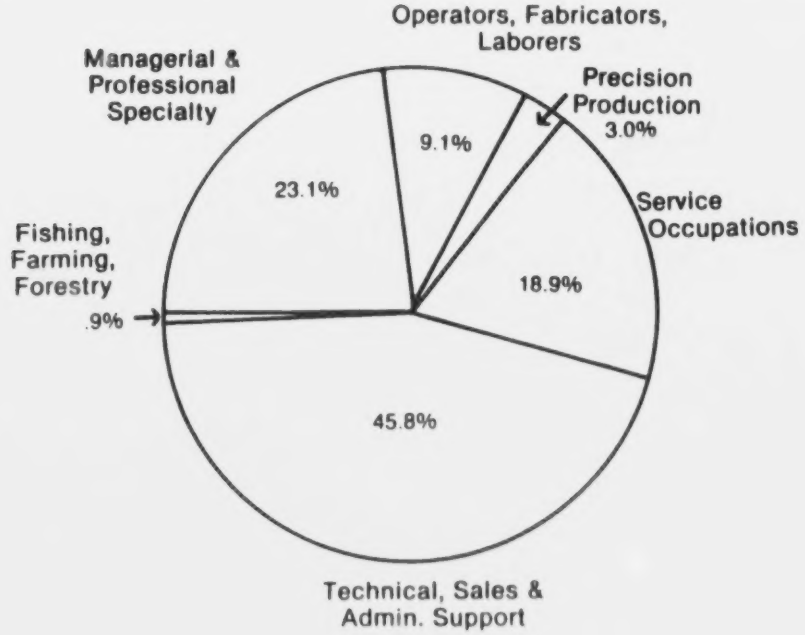
Figure 7. PERCENT EMPLOYED IN MAJOR OCCUPATIONAL GROUPINGS

National Percentages

MALES



FEMALES



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there appeared to be no effect nationally on percentages employed in service occupations, where it remained at 18.9 percent for the past two years. Yet, the relative numbers of graduates reporting employment in service occupations appears to have expanded in turn. To better understand the relationship of occupations and industries, a more detailed look at the service-producing sector and the proportions of respondents occupied in each is useful.

Services-Producing Sector	Percent Respondents Employed
Transportation, Communication and Public Utilities	8.4
Wholesale Trade	.8
Retail Trade	7.1
Banking Finance and Insurance	8.4
Services*	33.6

Three-fifths of the respondents reported employment in services-producing industries, and 33.6 percent of those, in "services" specifically. The other two-fifths are in "manufacturing" (goods-producing) at 25.5 percent, and in government, or "public administration," (government) at 13.9 percent. The remainder are scattered in "construction" and "agriculture" in very small percentages. In the following section on earnings, the relationship of occupations within industries will be discussed in terms of effect on weekly earnings.

Figure 7 (p. 21) depicts the occupational distribution for the nation. There were very slight changes in national percentages

*Services include: business and repair, personal, entertainment and recreation, and professional related.

from last year's data, generally differences of only two-tenths of a percent. There were 14 percent more female graduates in "technical sales and administrative support" occupations than for the nation, though the difference was even greater last year. There were more "operatives, fabricators and laborers" among respondents overall, though female graduates were employed twice as often in this category than women nationally. Male respondents were employed 5.3 percent less in the "precision production" occupations than males overall, whereas for previous surveys their rates have been on a par with males nationally. Both female respondents and females nationally saw slight gains here, though it is still their least area of employment. Previous figures have indicated graduates employed half as often in "managerial and professional specialty" occupations than for the population as a whole. This year the discrepancy grew to two and a half and three times less often for female and male respondents, respectively. These results also have implications for weekly earnings data, since "managerial and professional specialty" occupations are the higher paid, and "services," the lower (second only to "fishing, farming and forestry").

Earnings

Earnings are reported in terms of weekly incomes for full-time workers. They are viewed from three perspectives, broken down by: occupations, graduating classes, and age groupings. Tables 3 through 5 display these data.

Table 3 (p. 25) presents weekly earnings by occupational groupings. Though earnings nationally have increased over the year, for each survey year, graduates' reported earnings have been quite variable. Graduates' mean earnings increased generally this year, but the median earnings in half of the categories were down from last year's figures. That is, average overall earnings were higher, but the mid-point of earnings for occupational groups was lower than a year ago. Weekly earnings nationally rose by $6.35 over the year and the medians by 4.8 percent.[8] "Managerial and professional specialty" occupations nationally claimed the highest median earnings, and the greatest increase over a year earlier of 10 percent. In contrast, the lowest-paying groups, which continue to be "services" and "farming, fishing and forestry," had essentially unchanged earnings.[9] It should be noted again that despite unchanged earnings, the greatest employment expansion occurred over the year in the services- producing sector of the economy.[10]

In all cases, graduates' reported earnings within the occupational categories were below corresponding earnings for the nation. For males, the discrepancy ranged from $45 to $227 less. Overall, it averaged $107.64 less per week. For females, the range was $30.75 to $108 less, or $56.08 on the average. Though in previous surveys, the discrepancies between graduates' incomes and those nationally per occupational grouping widened as group income rose, the increments varied this year.

Table 3. WEEKLY EARNINGS OF FULL-TIME EMPLOYED GRADUATES BY OCCUPATIONAL GROUPINGS

OCCUPATIONAL GROUPING		WEEKLY EARNINGS IN DOLLARS		
		GRADUATES		NATIONAL[b]
		MEAN	MEDIAN	MEDIAN
Managerial and Professional Specialty	Males (10)[a]	$396.34	$350.56	$578.00
	Females (8)	369.64	350.75	384.00
Technical, Sales and Administrative Support	Males (25)	354.36	374.00	419.00
	Females (48)	262.98	229.25	260.00
Service Occupations	Males (14)	228.02	218.26	272.00
	Females (5)	144.40	151.00	187.00
Farming, Forestry and Fishing	Males (0)	—	—	226.00
	Females (3)	128.70	105.00	202.00
Precision Production, Craft & Repair	Males (16)	293.66	285.00	405.00
	Females (3)	150.67	150.00	258.00
Operators, Fabricators, and Laborers	Males (45)	282.89	233.00	325.00
	Females (8)	228.31	184.50	216.00
Total males	110			
Total females	75			

NOTE: Total number employed is 248. Total reporting both incomes and occupations is 185. Four respondents who reported full-time employment did not specify occupations, and 59 respondents did not report incomes.

[a]Numbers in parentheses are the respondents to that occupational grouping.

[b]*Weekly earnings of wage and salary workers: First quarter 1985.* U.S. Bureau of Labor NEWS Release USDL 85-178, May 9, 1955.

The greatest differences occurred for males between respondents and the nation within "managerial and professional specialty" occupations. For both male and female respondents, the second largest discrepancy was for "precision production, craft and repair" occupations where earnings averaged $120 for males, and $108 for females below national figures, which incidentally is also the occupational category of second highest earnings.

Finally, there has been an increasing disparity observed in salaries between male and female respondents both within and across occupational categories, as has occurred nationally. The differences for respondents have averaged $28, $60, and currently, $97 over the past three surveys. The national median weekly earnings were $404 for men and $268 for women, or a difference of 33 percent. It appears that, as found before, the female deaf respondents earn overall the lowest salaries, and while male respondents earn more, they lag behind males nationally by a wider margin. It is worth mentioning that Black males in the population earned approximately $99 per week less than White males, and correspondingly, Black females earned $25 less than White females.[11] It appears that an analogous disproportion exists between the median weekly incomes of respondents versus the population, and Whites versus Blacks, a similarity which has been observed relative to unemployment information as well.

Next, the weekly earnings of graduates are broken out by class years. Table 4 (p. 27) lists the mean weekly incomes of males and females, including the actual numbers reporting from each class. The mean incomes generally are higher this year than last. And not surprisingly, these incomes rise progressively from most recent graduation to twenty years since graduation. The mean earnings of male and female respondents

Table 4. WEEKLY EARNINGS OF FULL-TIME EMPLOYED GRADUATE RESPONDENTS BY SEX AND GRADUATING CLASS

Mean Weekly Gross Income in Dollars

Graduating Year	Males (N =110)		Females (N =75)	
	N	$	N	$
1964	(16)	434.39	(10)	323.90
1974	(34)	331.92	(18)	305.50
1980	(28)	296.44	(25)	242.47
1982	(15)	215.00	(11)	218.15
1984	(17)	216.60	(11)	160.68
Total Means		298.87		250.14

NOTE: 30 employed males and 29 employed females did not report their incomes.

are much closer than the medians for each. The means are useful to examine, however, because the graduate sample does not represent the salaries of all deaf graduates of these class years, nor does it approach the scale of the sample population contributing to the range on which mid-point figures are based for the nation. Simply, the means offer a look at the earnings reported by the entire sample, as opposed to the typical earnings for the groups, as do medians. Both are useful in interpreting the results but represent a different perspective. As an example, it can be seen that graduates reporting from the class 1964 (anywhere from 39 to 42 years old) show relatively higher earnings that are closer to national norms for that age group. They have been working longer and probably have earned raises over that time. The greater variation occurs among the younger groups who generally earn less because they are newer to the work force and less experienced. Earnings by age groupings are presented next in Table 5 (p. 29) along with comparable national data.

Both means and medians are listed for the age groupings along with the highest and lowest reported full-time weekly earnings for that group. Here medians indicate equivalent earnings for respondents to the nation among workers age 35-44. But for those age 25-34 years, there is a $55 per week lead for the nation over respondents' earnings. This lead drops to only $22 per week among the 20-24 year-old full-time workers.

There are several important and likely influential issues to consider in intepreting these occupations and earnings results. First, there was a relatively higher percentage of graduates reporting from the most recent class (1984) which could cause salaries of lower earners

Table 5. WEEKLY EARNINGS OF FULL-TIME EMPLOYED GRADUATES BY AGE GROUPINGS

WEEKLY EARNINGS IN DOLLARS

AGE	MEAN $	MEDIAN $*	HIGHEST $	LOWEST $
20-24 (83)	227.68	216.74	475.00	69.00
25-34 (75)	309.76	290.00	813.00	69.07
35-44 (26)	391.89	407.75	685.00	150.00
	255.08			

MEDIAN WEEKLY EARNINGS OF FULL-TIME WAGE AND SALARY EARNERS - FIRST QUARTER 1985

AGE	MEN $	WOMEN $	TOTAL*
20 - 24	253.00	218.00	239.00
25 - 34	395.00	288.00	345.00
35 - 44	484.00	300.00	402.00

NOTE: The medians reported for the graduates correspond to those reported for the nation, under the heading Total.

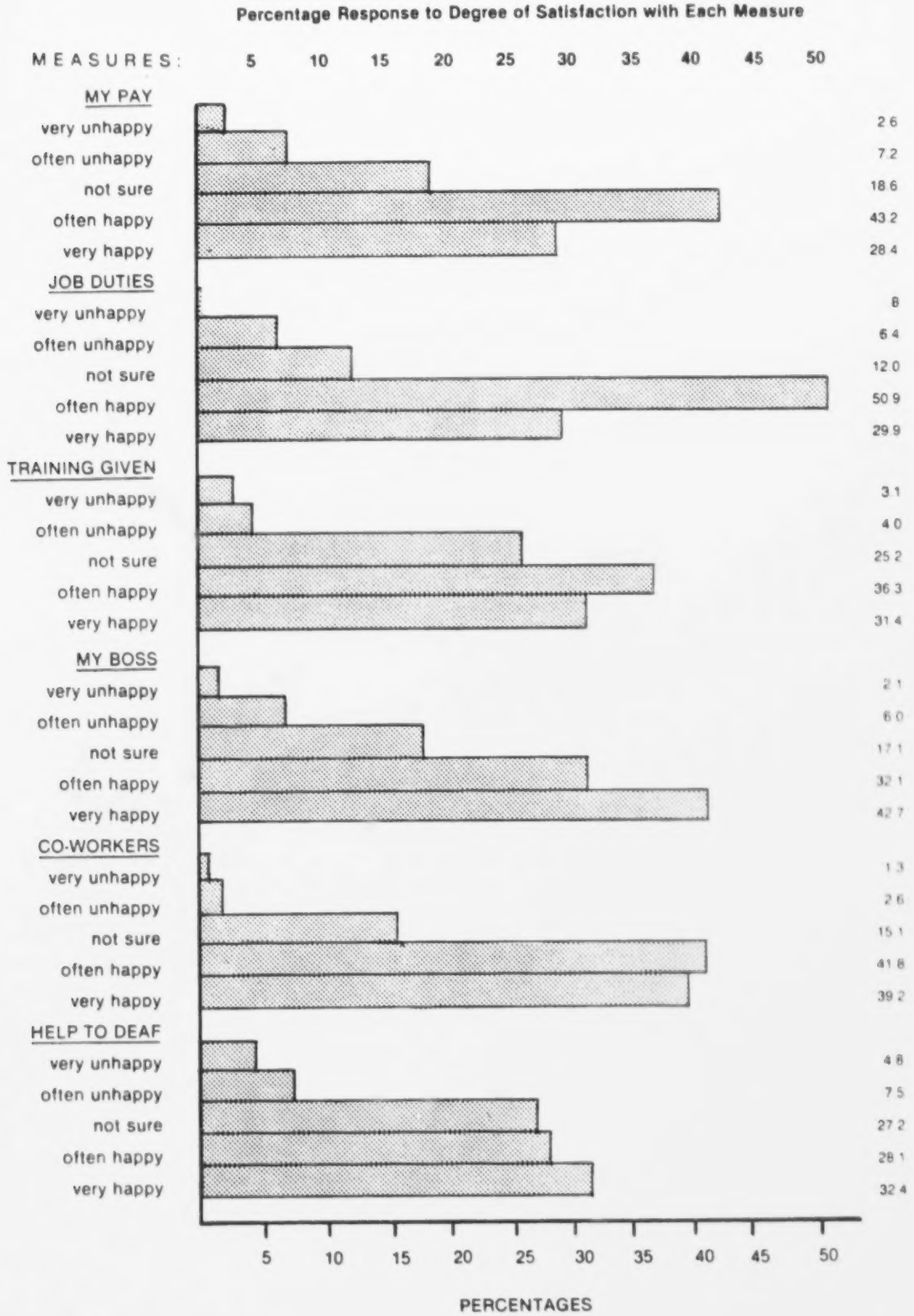
U.S. Bureau of Labor Statistics NEWS - Release USDL 85-178 May 9, 1985

in larger proportions to be spread among the occupational groupings, lowering overall salaries significantly. Second, although the absolute number of respondents was higher this year, there were actually fewer of the employed (185 vs. 192) who reported their occupations, and 18.7 percent of them did not report their incomes as opposed to 13.1 percent last year. Additionally, the lowest reported salaries for both age groups 20-24 and 25-34 were $69. This may reflect employment of some respondents in jobs which fall outside of the federal minimum wage ($3.25 per hour) compliances. Finally, as remarked previously, full-time employment of respondents was up 50 percent in the services occupations. (See Appendices E and F for specific occupations held.) They are also highly employed (58.4 percent) in the services-producing industries, both of which are on the whole lower paying. The combination of lower paying employment within lower paying industries may be operating. Still, reported incomes of graduates this year were below comparable groups nationally, which has been the outcome for each of the surveys to date.

Job Satisfaction

Graduates were asked to rate their degree of satisfaction with six aspects of their jobs that were listed on the questionnaire. Figure 8 (p. 32) illustrates how, on a scale of five (very unhappy to very happy), they felt about each aspect. Though respondents have indicated overall contentment, some slight shifts for specific areas have emerged. This year, results show fewer "very happy" with their pay, and job duties, and their bosses, but more "often happy." Satisfaction with level of training and co-workers has been consistent, "often happy" to "very happy." Respondents were relatively more certain about their company's "help to deaf" on-the-job, indicating a slight shift to the positive side. Overall, 74 percent of the responses were "often" to "very happy", 19 percent were "not sure", and 7 percent were "often" or "very unhappy."

Figure 8. JOB SATISFACTION MEASURES: RESPONSES OF GRADUATES EMPLOYED


Percentage Response to Degree of Satisfaction with Each Measure
MEASURES:
5 10 15 20 25 30 35 40 45 50
MY PAY
very unhappy 2 6
often unhappy 7 2
not sure 18 6
often happy 43 2
very happy 28 4
JOB DUTIES
very unhappy 8
often unhappy 6 4
not sure 12 0
often happy 50 9
very happy 29 9
TRAINING GIVEN
very unhappy 3 1
often unhappy 4 0
not sure 25 2
often happy 36 3
very happy 31 4
MY BOSS
very unhappy 2 1
often unhappy 6 0
not sure 17 1
often happy 32 1
very happy 42 7
CO-WORKERS
very unhappy 1 3
often unhappy 2 6
not sure 15 1
often happy 41 8
very happy 39 2
HELP TO DEAF
very unhappy 4 8
often unhappy 7 5
not sure 27 2
often happy 28 1
very happy 32 4
5 10 15 20 25 30 35 40 45 50
PERCENTAGES

Ways Jobs Were Found

Last year, the question about how employed graduates found their jobs was added. This year, the word "got" was substituted for "found" in an effort to emphasize the landing of a job more than the total search process. However, respondents were given the same selections with a "Yes" or "No" response for each, and multiple responses were allowed. Interview with an employer was dropped from the selections since it does not stand alone as a method, rather, is a result of one. The same applies for the job search questions directed to unemployed respondents discussed in the section immediately following (Table 7).

Table 6 (p. 34) lists the total responses to each item, the percent this represents of employed respondents, and the percent of the total "Yes" responses the method received. Direct application was the method most often checked by respondents, followed second by other, which generally consists of friends, family or word-of-mouth contacts. Third most often checked was use of vocational rehabilitation counselors. These three were cited with almost equal frequency. The pattern follows that seen last year to this point, but deviates in that this year use of the want ads exceeded that of state employment services. Private employment services again, were least used. The exclusion of Interview with an employer did not affect the hierarchy of methods chosen. However, the percentages evened out among the top three methods, suggesting that interview with employer probably was a selection which went in tandem with each of the other selections checked.

In a recent report on a study done of the employment status of handicapped youth exiting high school in Vermont (Hasazi, Gordon, Roe, 1985), it was found that 83 percent obtained their jobs using a self-family-

Table 6. THOSE EMPLOYED: HOW GRADUATES FOUND THEIR CURRENT JOBS

METHODS:	TOTAL NUMBER OF RESPONSES	PERCENT OF THOSE EMPLOYED[a]	PERCENT OF TOTAL 'YES' RESPONSES[b]
Direct application to an employer	99	30.4	29.8
Other	93	28.6	28.0
Help from vocational rehab. counselor	86	26.5	25.9
Answered want ad	25	7.7	7.5
State employment service	17	5.2	5.1
Private employment service	12	3.7	3.6

NOTE: More than one of each of the listed methods could be checked by a respondent.

[a]325 respondents reported current employment

[b]332 total positive responses to methods used to find current job

friend network. The other 17 percent used employment services, school personnel and the military. Those who contacted vocational rehabilitation offices very seldom named the self-family-friend network as the means by which they found jobs.[12] Direct application and other certainly fall into such a network, indicating a similar approach among deaf graduates to finding jobs. However, they sought the services of vocational rehabilitation offices at a greater rate, suggesting more confidence in and/or support from them, which is not seen as exclusive of using personal contacts. This does not, however, reveal which was their method of first choice, merely the frequency of choices made.

Job Search Methods Used by the Unemployed

The job search methods used by unemployed respondents are broken down by age groupings, reporting percentages of usage each. Table 7 (p. 37) contains this information along with comparative national percentages.

Direct application again, is the most frequently used method among respondents of all ages, although to a smaller degree than these age groups demonstrate nationally. Vocational rehabilitation counselor, which was a selection included for deaf graduates specifically, was the second frequently cited method. Among the 20-24 year-old group in particular, use of these services has increased each year over the past three (16.4, 35.6, 54.5 percent). Overall usage has grown for all ages, though not at a similarly consistent rate. Want ads were the next avenue most often sought for finding jobs, as was the case nationally. The older and younger respondents, however, used this method more often than did the 20-24 years-olds. State employment services were fourth most frequently pursued for job search, and among respondents, much more often for the 16-19 and 25-34 year-old groups than for the 20-24 year-olds, relative to the population generally. It is here where the approach to locating employment deviates markedly from that reported by respondents presently employed who specified how they obtained their jobs. Friends/relatives, other was the channel used second most often as indicated by responses of employed graduates. Yet, it was second to least often (private employment services least) noted as the method used among those currently seeking jobs. Results are analogous with last year's for the job seeking and job finding questions. Though not conclusive, it does suggest that more attempts are made by the deaf graduates to use state employment services

Table 7. UNEMPLOYED JOB SEEKERS BY AGE GROUP: JOB SEARCH METHODS USED (AS PERCENT OF TOTAL JOB SEEKERS)

Age Groups	METHODS						
	State Employment Agency	Private Employment Agency	Direct Application	Placed/ Answered Ads	Friends/ Relatives Other	Voc. Rehab. Counselor	Average Number Used
16-19 years							
Respondents (7)*	42.9	0.0	57.1	57.1	16.7	42.9	2.14
National	15.6	3.0	81.3	25.7	18.1	—	1.44
20-24 years							
Respondents(99)	34.3	10.1	61.6	37.4	23.4	54.5	2.20
National	27.8	5.3	78.3	37.2	20.6	—	1.69
25-34 years							
Respondents(16)	50.0	6.2	56.2	37.5	20.0	25.0	1.94
National	29.1	7.3	76.3	38.6	22.9	—	1.74
35-44 years							
Respondents(3)	66.7	33.3	66.7	66.7	0.0	33.3	2.0
National	29.5	7.5	71.4	39.4	26.5	—	1.74

NOTE: "Vocational Rehabilitation Counselor" was a selection included for the deaf graduates only.

*Percentages are based on the total number of job seekers reported within each age grouping; numbers in parentheses

Employment and Earnings, U.S. Bureau of Labor Statistics, February 1985

in their initial search, but ultimately many who find employment do so through personal contacts.

Aside from the aforementioned difference, direct application (self-help), vocational rehabilitation services, and want ads stand as the primary means used by respondents in both job seeking and job finding efforts. And vocational rehabilitation services are being used by respondents of all ages in growing percentages. Graduates' patterns of job search are reflective of the nation overall, with the exception of state employment services. Respondents are twice as likely to engage their assistance than are job seekers nationally.

Those Out of the Labor Force: Reasons

As stated earlier, persons out of the labor force are neither working nor actively looking for work. Table 8 (p. 40) lists eight possible reasons graduates could check for their being out of the labor force, and the numbers and percents of positive responses each was given.

Once again, current school enrollment captured the largest response. However, the percentage was down substantially from last year which was 66 percent, and 69.5 percent the year before last. This coincides partially with the greater percentage of the younger respondents being part of the labor force this year than before (44.2 percent versus 41.3 percent). Still, it does not fully account for the drop. More of the graduates who are attending postsecondary programs, however, also have part-time jobs.

The second two most often reasons checked were Think employers not hiring and Think need more skills. Thinking that employers are not hiring evidences a marked increase from last year in those who are termed "discouraged workers." That is, those who "report that they want to work but are not looking for jobs because they cannot find any,' which incorporates those who report: 'could not find a job' and 'thinks no job available,' which are considered job market factors; along with 'employers think too young or old, etc.,' 'lack education or training,' and 'other personal handicap,' considered personal factors."[13] Relating these categories to questionnaire responses, "think employers are not hiring" and "can't find a job" fall into job market factors, while "think need more skill" is a personal factor. As noted in the 1984 report, many who checked that they needed more

Table 8. THOSE OUT OF THE LABOR FORCE: REASONS CHECKED BY GRADUATES OF THE FIVE CLASSES

REASONS:	TOTAL NUMBER OF RESPONSES	PERCENT OF THOSE OUT OF THE LABOR FORCE[a]	PERCENT OF TOTAL 'YES' RESPONSES[b]
Going to school	139[c]	47.4	32.8
Think employers not hiring	89	30.4	21.0
Think need more skills	89	30.4	21.0
Taking care of family	42	14.3	9.9
Can't find a job	33	11.3	7.8
Other	21	7.2	4.9
No child care help	6	2.0	1.4
Too sick to work	5	1.7	1.2

NOTE: More than one of each of the listed reasons could be checked by respondent.

[a]293 respondents reported being out of the labor force

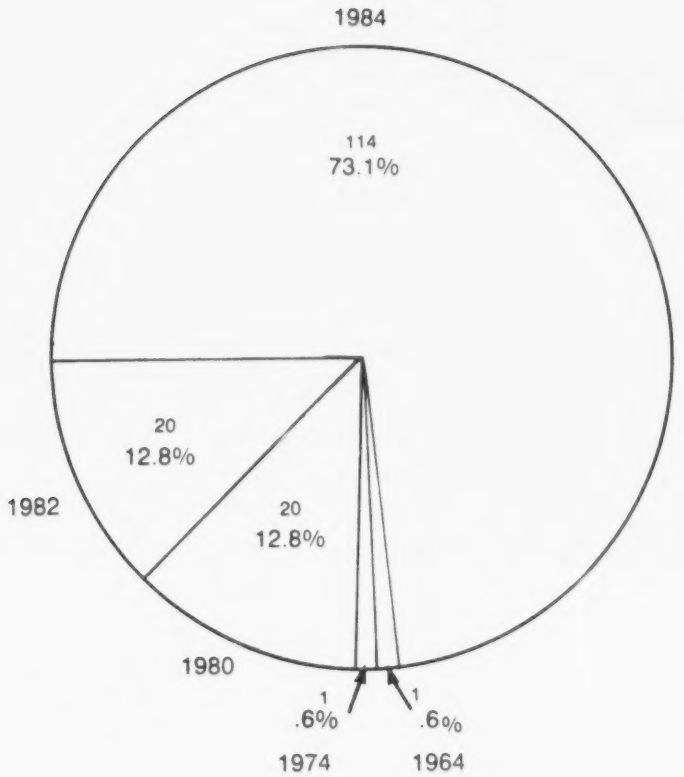
[b]424 total positive responses to reasons not working and not looking for a job

[c]though 139 answered 'yes', there were a total of 156 who reported being out of the labor force due to school attendance

skills also checked going to school. Yet, "can't find a job" was a reason also checked more often this year than last, attributing more job market factors as reasons, than personal situational ones. The combined responses to items falling into the category of discouraged workers total 28.8 percent of the reasons given this year (10.9 percent last year). An additional 21 percent of the reasons were "think need more skills," a category which picks up current students, but some of the discouraged workers as well. National figures compare at 21.2 percent of persons out of the labor force who want a job. Putting these figures in perspective, toward the latter part of 1984 just prior to the time of the survey, the nation saw an increase in the percent of discouraged workers (numbers had been trending downward for the past couple years). Most of the increase occurred among Blacks whose proportions were 31.6 percent versus 17.5 percent among Whites.[14]

In Figure 9 (p. 42), the segment of respondents who are out of the labor force by reason of school attendance are depicted by class years. There is a shift in the distribution between the latter two graduating classes of approximately 13 percent from this year and the last. Whereas 73.1 percent of the most recent and 12.8 percent of the next graduating class are out of the labor force and in school, last year comparable figures were 59.4 and 25.7 percent. This reflects, in part, the recent trend toward pursuing one and two-year versus four-year degree programs, and consequently fewer secondary graduates of three years past are still in postsecondary programs and out of the labor force.

Figure 9. THOSE OUT OF THE LABOR FORCE: CURRENTLY ENROLLED IN SCHOOL FOR THE FIVE CLASSES



NOTE: Total number reporting current school enrollment and out of the labor force equals 156. Percentages are calculated of this total for the five classes. Out of the labor force and in school now accounts for 20.9 percent of total respondents, and 53.2 percent of those out of the labor force. There were a total of 239 current students, some of whom were part-time, but also in the labor force, and others full-time students, but part-time employed

Education

Further Education

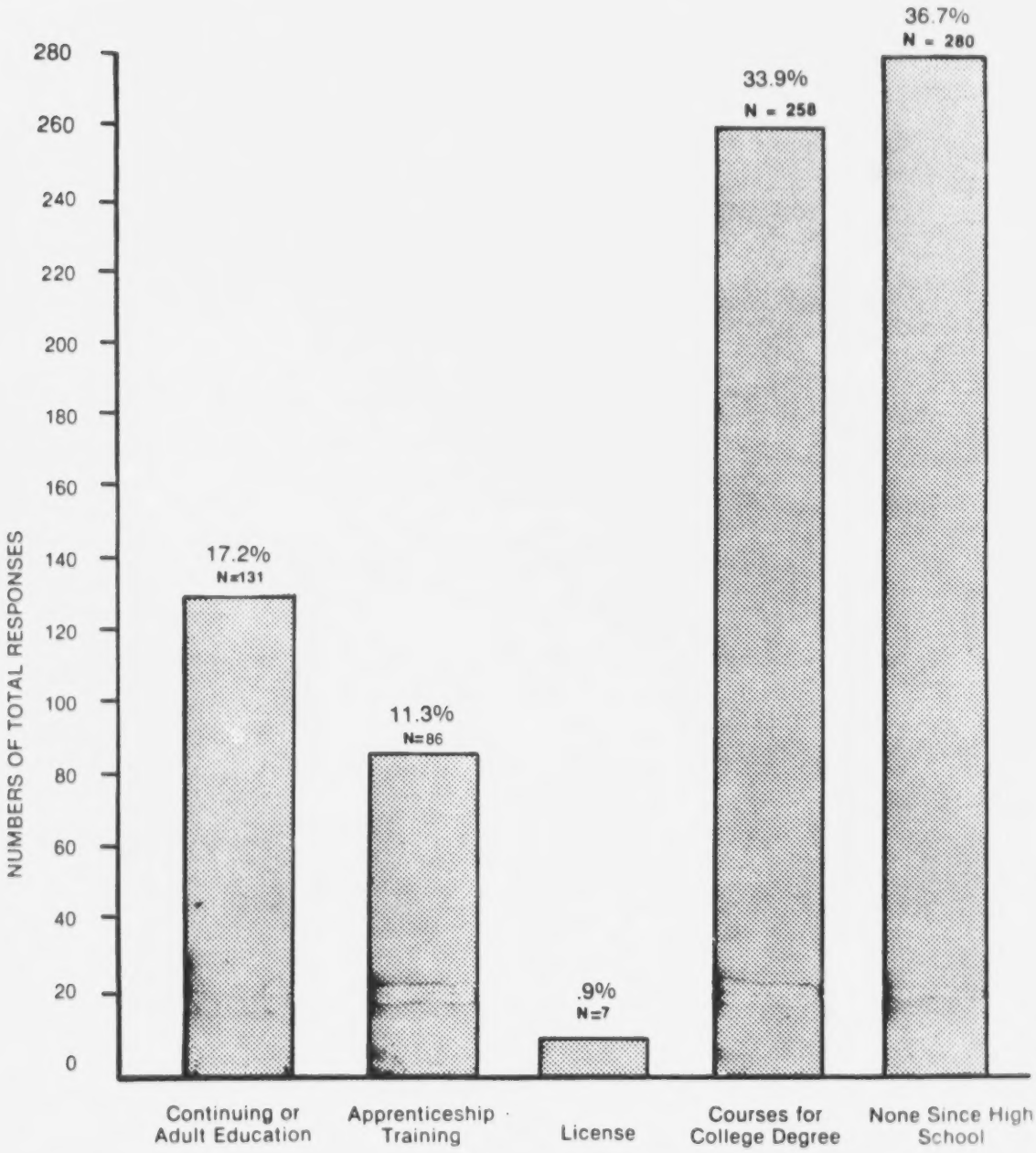
One of the first questions asked of the graduates is a general one pertaining to any educational activity they have undertaken since leaving high school. Four categories of further education are listed. Graduates are asked to check all that apply, including the category none, if that is the case. Figure 10 (p. 44) charts the percentages of each type checked by respondents and also provides the total number of responses that each category received.

Percentages for all categories were depressed slightly this year from last year's results, with an overall total of 63.3 percent having pursued some type of continuing education versus 72.6, 67.6 and 69.5 percents respectively, over the previous three surveys. The relative distribution of the types of education sought has not varied, however. "Courses for a college degree" continues to be the most frequently checked category, though it has decreased yearly--40.1 to 38.8 to 33.9 percent this year. "Continuing education" follows in frequency. Although down slightly from last year, responses nevertheless surpassed those of two years ago. "Apprenticeship training" occupies third place, followed last by "License" which continues to dwindle from what has been a consistently small percent of the responses.

Postsecondary degrees earned

The general question about the graduates' further education is followed by specific questions concerning their completed and current postsecondary educational activities. Figure 11 (p. 46) displays the proportions of each of the types of total degrees earned by respondents. Below it in Table 9, the types of degrees earned are broken down by each of the class years.

Figure 10. FURTHER EDUCATION SINCE GRADUATING FROM SECONDARY SCHOOL: RESPONDENTS OF ALL CLASSES



NOTE: More than one of each of the selections could be checked. Percentages are of the total numbers of responses to all items (762).

A total of 112 postsecondary degrees were reported earned by the respondents. The types of degrees earned within the totals have maintained similar proportions year to year, yet are showing some emergent trends. The percentage of certificates reported earned has been edging down as has the percentage of baccalaureate degrees, although to a lesser extent. Relatively more diplomas were earned this year, but still below that of the previous two years. Master's degrees have fluctuated within a range of six to nine percent. It is the percentage of associate's degrees earned that has shown a marked and upward trend. Since the 1983 survey, degrees earned at the associate's level have risen 16.7 to 25.9 percent. Thus, the increase anticipated in view of the jump seen last year (16.7 to 24.8 percent) did continue, though not at quite the accelerated rate.

Viewing the percentages of types of degrees earned in terms of the entire respondent sample reveals somewhat different information about the overall patterns of educational attainment. Table 9 provides this breakdown by class year for all degrees earned. The percentage of respondents who earned degrees beyond high school has been fairly constant. However, at 15 percent this year, it is slightly down from the previous two (16.7 and 17 percents). The reduction in percentage of respondents earning baccalaurate degrees is more evident when seen relative to the respondent pool as a whole. The last two years 3.4 and 3.6 percent had earned baccalaureate degrees, versus 2.8 percent in the current survey. And even though there was an increase in associate degrees relative to the other types of degrees earned, fewer of the respondents this year had earned them. There were more earned masters level degrees this year. However, differences over the past three years have been minimal.

Figure 11. POST-SECONDARY DEGREES EARNED BY GRADUATE RESPONDENTS OF ALL CLASSES

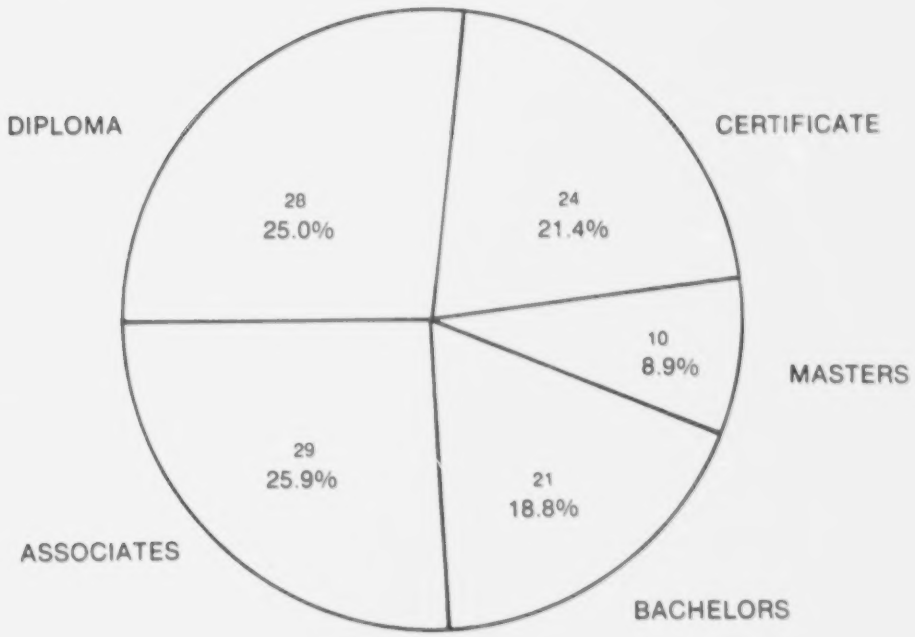
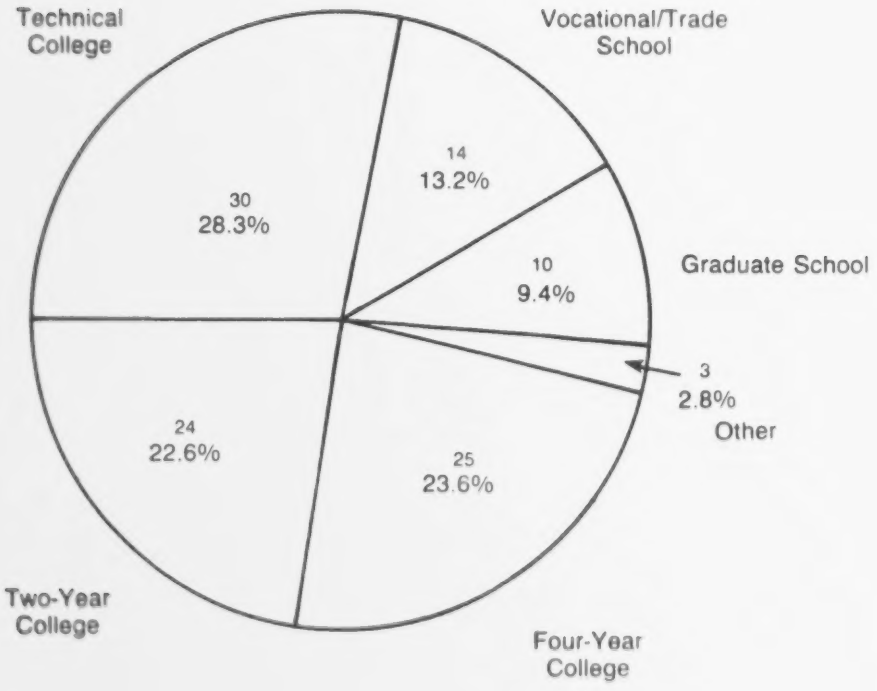


Table 9. DEGREES EARNED BY THE GRADUATES OF EACH OF THE FIVE CLASSES

	HIGH SCHOOL DIPLOMA/ CERTIFICATE	CERTIFICATE	DIPLOMA	ASSOCIATES	BACHELORS	MASTERS	TOTAL NUMBER DEGREES FOR EACH CLASS YEAR
1964	38	1	4	1	5	3	52
1974	52	8	5	9	15	7	96
1980	111	9	14	17	1	0	152
1982	102	4	3	2	0	0	111
1984	333	2	2	0	0	0	337
Total numbers each type of degree	636	24	28	29	21	10	748
Percentage each	85.0	3.2	3.8	3.9	2.8	1.3	100.0

NOTE: There were no Ph.D's reported earned.

Figure 12. POST-SECONDARY DEGREES EARNED: TYPE OF SCHOOL WHERE EARNED FOR GRADUATE RESPONDENTS OF ALL CLASSES



NOTE: One-hundred twelve degrees were reported earned. The above totals 106 - six did not indicate the type of school where earned.

Types of schools where degrees were earned

The types of degrees earned relate to the schools that were attended. Figure 12 (p. 47) displays the percentage of each type attended in the manner that degree types were presented. The relative growth in earned associate degrees is reflected in the increased percentages of respondents who attended both technical and two-year colleges. Their combined percentages were 8.3 percent higher than reported last year, a percentage coincidentally equal to the decrease from last year in reported vocational/trade school attendance. Respondents attended graduate schools at a signficantly higher rate--5.9 versus 9.4 percent this year. Four-year colleges have been attended at essentially the same rate by respondents for the past three surveys.

The school names and locations where respondents earned their degrees are also asked on the questionnaire. The information provided by them is coded using the College Board School Code Lists (1984-85). The actual school names, state locations, and numbers who attended are contained in Appendix C, listed by class years.

Current postsecondary educational activity

Similar questions about current educational endeavors are asked as are for completed studies. Obtained are school names, locations, and types as well as instructional programs undertaken. Table 10 (p. 49) presents a breakdown of full- and part-time current enrollment by class years. The percent of respondents currently in school is 31.8 percent, 24.7 percent of whom are full-time. This compares with 25.6 percent enrolled full-time nationally. A substantially higher percentage (65.5) of current students are from the most recent graduating class than seen last year (54.8); a situation which in part explains the relatively

Table 10. CURRENT POST-SECONDARY SCHOOL ENROLLMENT OF GRADUATES OF EACH CLASS: FULL AND PART-TIME STATUS

GRADUATING CLASS	STATUS					
	FULL-TIME		PART-TIME		TOTAL	
	N	%	N	%	N	%
1964	0	0.0	2	.8	2	.8
1974	1	.4	8	3.4	9	3.8
1980	24	10.1	8	3.4	32	13.4
1982	29	12.2	10	4.2	39	16.4
1984	131	55.0	25	10.5	156	65.5
Totals	185	24.7	53	7.1	238	31.8

NOTE: Though 239 respondents were currently enrolled, one did not indicate full or part-time status.

Table 11. CURRENT POST-SECONDARY SCHOOL ENROLLMENT OF GRADUATES OF EACH CLASS: TYPE OF SCHOOL

	VOCATIONAL OR TRADE	TECHNICAL COLLEGE	TWO-YEAR COLLEGE	FOUR-YEAR COLLEGE	GRADUATE SCHOOL	OTHER	TOTAL NUMBER FOR EACH CLASS YEAR
1964	0	2	0	0	0	0	2
1974	0	0	4	1	3	1	9
1980	4	4	10	14	0	0	32
1982	1	12	11	14	0	0	38
1984	22	33	47	52	0	4	158
Total number of each type of school enrolled	27	51	72	81	3	5	239
Percentage each	11.3	21.3	30.1	33.9	1.3	2.1	100.0

lower percentages of earned degrees reported. However, there are fewer currently in school among the class three years out of high school than has been observed previously--28.4, 23.8 to the present survey at 16.4 percent. In other words, graduates of the most recent class in this year's survey appear to be more active educationally than those among the previous two surveys. Yet the increase evidenced in earned one and two-year degrees relative to a decrease in earned four year degrees, suggests that they may be more active but for a shorter period of time. Table 11 (p. 50) demonstrates that current enrollment in four-year schools is not in fact down for the current group of most recent graduates. However, attrition can alter these percentages. At this point all that can be determined is that equivalent percentages are currently enrolled in four-year programs among most recent graduates who are in general, more active educationally this survey than previously. And, that more two-year relative to four-year degrees are being earned, which has been the case over the past several surveys. Enrollment in graduate schools is also double that reported for the previous two years. In sum, though respondents to this year's survey are not enrolled at as high rates overall as noted in past years, among the most recent class specifically there is more educational activity, and if anything, the group demonstrates somewhat greater interest in four-year programs than exhibited last year. Still, both years were close to 10 percent below the 1983 survey's four-year college enrollment figures for its latest graduates.

Instructional Programs

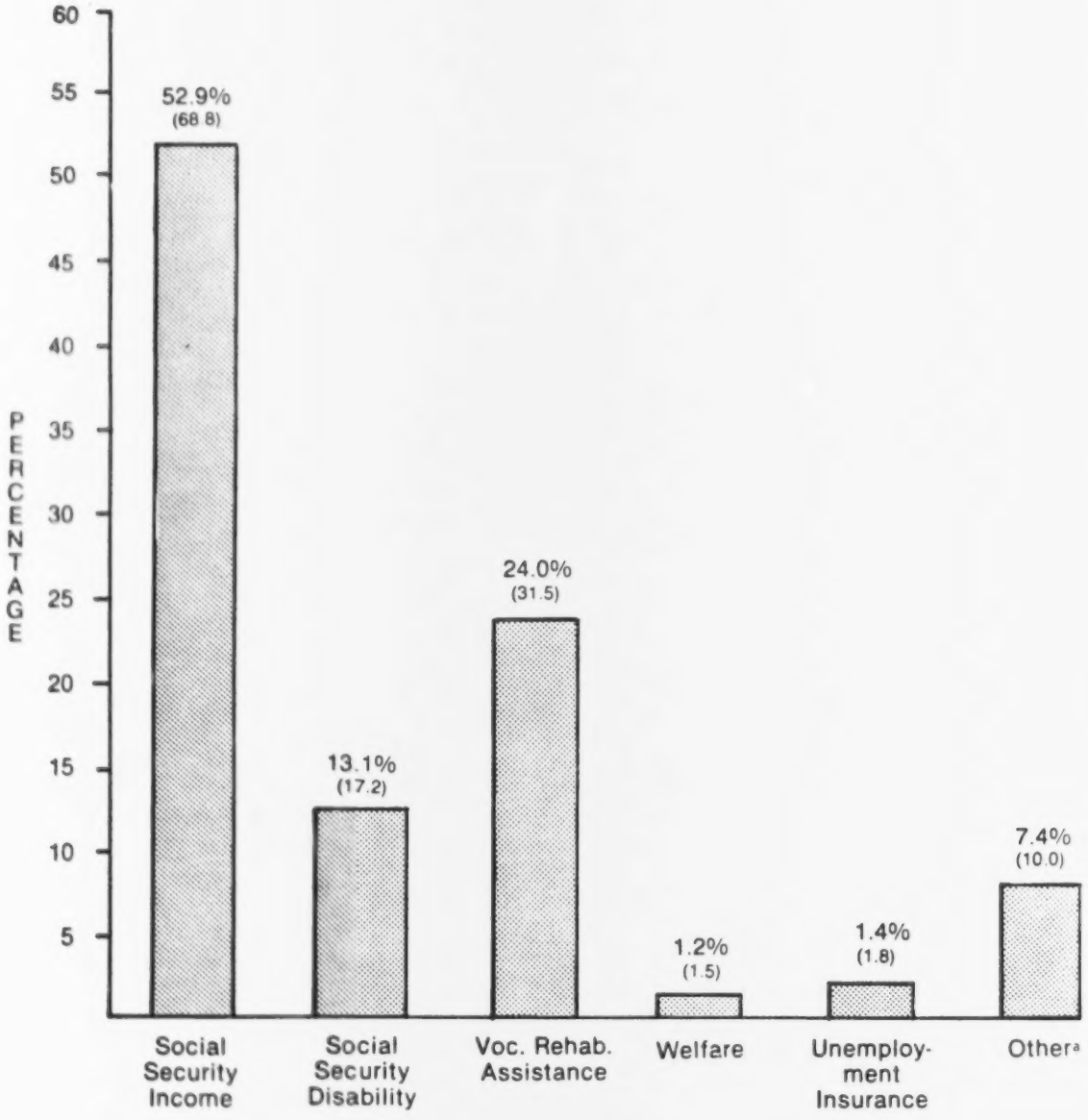
Degrees earned and types of schools attended(ing) offer a general picture of the level and kinds of education the deaf high school graduates are seeking. Graduates are additionally asked to specify the actual programs or majors in which they are enrolled. Each program description is coded according to an extensive system which incorporates trade, technical, college, and graduate level instructional programs. The specific programs are contained in Appendix A, for degrees already earned, and Appendix B, for those currently enrolled. Each is broken down by graduating class years.

A glance at the appendices readily illustrates the growing variety of instructional programs deaf graduates are pursuing. As seen last year, an enrollment growth continues in "Business Administration" and related programs as well as "Accounting", "Computer Programming", and "Information Sciences." And unlike the previous year's group, there were "Printing Press Operations" majors among the newest students, and an increase in academic areas such as "Education," "Mathematics" and "English" which was not as prevalent. The technologies were more highly represented, including "Dental" programs heretofore not cited. Greater diversity was also exhibited in programs among those who had already earned degrees, although only one among the earlier classes had earned a degree in the computer sciences area, which has continued a relatively new but rapid expansion. The increasing number and types of programs made available specifically for or which provide support systems to deaf students, has enabled them to broaden their educational scope. Ultimately it should also afford them increased career options and more competitive skills.

Sources of Income Other Than Wages and Salaries

Graduates are asked to indicate which if any sources of income they receive other than wages and salaries. Six selections are listed including "Other." The percent response to each of these sources are graphed in Figure 13 (p. 54). The percentages of respondents receiving Supplemental Security Income (SSI) benefits are increasing rapidly each year--close to ten percent per year over the past three (33.7, 43.1, 52.9 percent). Students comprised 58.7 percent of all SSI recipients this year. In contrast, receipt of Social Security Disability (SSD) benefits was reported eight percent less often this year. Graduates reporting Welfare assistance was substantially decreased also (this has always been a fairly low percentage). Approximately the same proportion of respondents reported receiving Unemployment Insurance, a figure which was equivalent to that reported last year. "Other," a choice which is most often specified as family support, was cited less often this year as it has been each of the last three. Vocational Rehabilitation maintained its position of second most often checked source of income. Percentages responding have hovered around the low twenties each questionnaire iteration. It is of particular interest as a source of financial assistance because of its function relative to job training. Since job training workers receive wages and file income statements, they are considered to be employed. However, their wages were not included in the earnings data discussed earlier in the report because of the hours and pay rates at which they were employed. Some of the individuals engaged in job training programs through vocational rehabilitation are eventually employed competitively, while others remain as sheltered workers. Of the employed respondents this

Figure 13. SOURCES OF INCOME OTHER THAN SALARIES AND WAGES FOR GRADUATE RESPONDENTS OUT OF THE LABOR FORCE OR UNEMPLOYED



NOTE: Percentages are of the total number of positive responses to all the sources checked by respondents. More than one choice could be checked by a respondent. The percentages in parentheses are the yes responses to the specific source, which compare to the information as reported in the 1984 report.

*Other often included family financial support.

year, 4.9 percent were in job training or vocational rehabilitation services industries as trainees. Which of them will remain as sheltered workers or will go on to competitive employment however, cannot be determined from the questionnaire responses.

IV Conclusions

This is the sixth year that graduates of secondary schools for the deaf have volunteered information about their current employment status and further educational activities. Changes have occurred in the patterns of employment and educational pursuits of the feedback population. Over time these changes have for the most part been consistent and indicative of trends. From year to year, changes for a few of the variables have been more dramatic and reflective of fluctuating environmental factors. Where these changes appear, observations have been made and interpretations of the events presented. As always, the representativeness of the information depends upon the population surveyed and the sample of graduates who choose to respond. This year alone, 748 graduates contributed to the current overall total of 3535 respondents. The numbers and scope of the population drawn from offer a substantial and respectable base of information. Answers are provided for at least some of the questions about the postsecondary status of deaf graduates--answers that involved professionals might otherwise only be able to intuit.

Respondents to this year's survey were predominantly under age 25. Since graduates of the most recent class are more likely to respond, this is not surprising. Yet the percentage was much higher than in previous years. Projections made in 1983 about the graduating class sizes from residential schools for the deaf (White, C.S., Karchmer, M.A., Armstrong, D.F., Bezozo, C.E., 1983) stated that the 1983, 1984, and 1985 classes would be larger than in the past, 1984 to be the largest. Apparently the respondents from the 1984 class indeed reflected the increase. More importantly, the projected growth of the graduating

class size was expected to have a reverberative effect upon numbers of young deaf adults entering the work force and enrolling in postsecondary programs. Respondents from the 1984 class reported labor force participation rates three percent above last year's figures, and postsecondary enrollment was 65.5 percent as compared to 54.8 percent reported last year. Predictions also were made that increased numbers of graduates alone would put a strain on the existing service delivery networks.[17] And in fact, the percentages of respondents who reported receipt of assistance from Vocational Rehabilitation Offices and SSI benefits in particular, jumped significantly over the year. Again, some of the ramifications predicted by White, et al with respect to increased size of the 1983 and 1984 graduating classes from schools for the deaf, are evident in the survey results this year.

Respondents were generally more active in the labor force than previously. Despite the greater participation, employment rates were not significantly increased except in a small number of cases among 18-19 year olds. The majority of activity was in job seeking. This demonstrates more positive attitudes among current job hunters toward the prospects of landing jobs, even if the success rate is not significantly higher.

Among the employed, a greater percentage were part-time workers, males as well as females. The respondents were employed full-time approximately 14 percent less often than among males and females nationally. More of the graduates enrolled in postsecondary programs also had part-time jobs than has been reported in the past. Overall, the rates of employment were similar to last year, while rates nationally have improved over the past three years. However, for the age group 20-24 years, comprising

the majority of the respondent sample, rates were lower absolutely by 2.9 percent compared to last year. Moreover, the graduates' rates of unemployment exceeded their age group nationally by three and one-half times.

Occupationally the respondents have demonstrated consistent distribution among the various categories. Yet slight gains have been made within the "managerial and professional specialty" occupations although the figure for males was slightly lower this year. Interestingly, males reported jobs in the "technical sales and administrative support" occupations at an increased rate, while females whose rates leaped year to year, indicated a slight drop in this area. Both males and females reported "services" occupations at twice the levels from a year ago, corresponding to an economic expansion that occurred over the year in service-producing industries, where respondents were frequently employed. Not only were they employed in these industries, but they worked in service occupations within them. This was not reflected nationally, however, where the proportions of workers employed in each category remained essentially the same.

Earnings discrepancies have been noted yearly between the graduates and the nation, and between males and females. The gap between male respondents and males nationally widened, particularly noticeable within the "managerial and professional specialty" occupations, which are the highest paid. For female respondents, weekly earnings differed from females nationally by an average of $56, whereas between male respondents and males nationally the discrepancy was almost double that amount--$107. One contributing factor is the relatively greater employment among the graduates within service-producing industries, a sector where there was no appreciable increase in earnings

over the year, even though more positions were available. Still, this is only part of the explanation. There are also levels of jobs within occupational categories, and in turn, ranges of salaries. One can be employed as an engineer, physician, teacher or social worker and fall within the "Managerial and Professional Specialty" occupational category. Salaries within are not equivalent. And as can be seen by the specific occupations reported by graduates (Appendices E and F), their occupations within the general categories often lead toward professional areas typically less lucrative. In addition to the explanations suggested, results show that the younger deaf graduates, especially just starting out in the world of work, do not earn as much as their peers nationally. The older graduates fare better relative to national averages. Younger deaf adults are possibly more willing to accept lower paying jobs, and as has been suggested, are often less aware of what is necessary for them to do in order to advance on the job.

Relatively fewer respondents were out of the labor force with respect to previous results, and more of them who were in the labor force but unemployed, were actively looking for work. In contrast, among those who were out of the labor force, there was a strikingly higher percentage no longer in the work force due to discouragement over their job prospects. It appears that for those who were not looking, there had been a good deal of discouragement as opposed to a voluntary lack of labor force participation. Percentages indicating that they thought employers were not hiring rose from 6.1 last year to 30.4 percent and couldn't find a job, 9.4 to 11.3 percent of reasons given by those out of the labor force. For the nation there registered an increase

in discouraged workers starting the latter part of 1984, the incidence occurring primarily among Blacks, however. Respondents who checked that they needed more skills was equivalently high (30.4 percent), though a certain percentage of these were currently enrolled students obtaining the necessary skills to enhance their future job opportunities.

Continuing education stands as the essential means by which the deaf secondary school graduates can surmount problems of unemployment and underemployment. The number and types of programs offering support services especially for deaf students have expanded rapidly in recent years. And the secondary graduates are availing themselves of them. Fifteen percent of this year's respondents had earned degrees and 31.8 percent were currently pursuing them. For the nation, 49.2 percent of the population aged 16-24 were full-time college students and out of the labor force, as compared to 60.5 percent of respondents.[18] The most active class was as usual, the most recent one, and at a substantially higher percent than a year ago. Yet among those two years from graduation, the figures were below what has thus far been reported. The tendency toward completing one to three years of postsecondary education rather than continuing to four and beyond has emerged recently, and it remains to be seen whether the 1984 class will sustain or break from this pattern.

The instructional programs undertaken by the graduates are ever increasing in variety and also in response to current labor market trends. Data entry, data processing, computer sciences, and programming continue to be reported most often, as do business administration, management, and accounting programs. Yet each year new programs pop up in the vocational/trade areas such as dental assisting, industrial

electronics, materials processing, etc., and college degree programs such as community services, arts management, and law enforcement administration, to cite a few.

The importance of career guidance that is attuned to the needs and demands of the world of work facing young deaf adults is not moot. Moreover, the need for appropriate further education, whether it be specific skills training or professional/academic preparation especially for deaf secondary graduates, has been established and the means by which to obtain it, mandated. It has been suggested that follow-up training that attends to on-the-job issues relative to promotion and transfer of skills also is of importance to young deaf adults entering the work force. But there is another form of training which aids accommodation to the work setting, and that is actual work experience prior to self-supporting employment. Relatively few deaf secondary students have work experience equivalent to what their hearing peers have had while attending high school. In their study on handicapped secondary school leavers, Hasazi, et al. (1985) found that 46 percent of students who had had subsidized summer jobs, and 69 percent of those who had nonsubsidized jos were employed, versus only 37 percent of those who had no type of work experience. Further, of students who held part-time outside jobs while attending school, 70 percent were currently employed, as opposed to 41 percent employed among those who had not held part-time jobs while in school.[19] Types of work experience resulted in improved employment rates generally, though at differing success levels. Other factors, such as the school program overall, entered into the results. However, the conclusion can still be drawn that introducing some work study programs and/or encouraging and assisting students in obtaining

summer jobs and part-time work has a positive bearing on postsecondary employment.

More mainstreamed programs and many residential schools for deaf students have begun to incorporate work experience programs as part of their curriculum. This issue merits greater attention, particularly in view of employment results obtained through the follow-up study over the past several years.

Footnotes

[1] U.S. Department of Labor Statistics, News: USDL 85-50, February 1, 1985, Tables A-2 and A-3.

[2] U.S. Department of Labor Statistics, News: USDL 85-50, February 1, 1985, Explanatory Notes.

[3] U.S. Department of Labor Statistics, News: USDL 85-97, March 8, 1985, pp. 2 and 3.

[4] Employment and Earnings. U.S. Department of Labor Bureau of Labor Statistics, February 1985: Full and part-time status of the civilian labor force by sex, age.

[5] U.S. Department of Labor Statistics, News: USDL 85-50, February 1, 1985, Table A-9.

[6] Employment and Earnings. U.S. Department of Labor Bureau of Labor Statistics, February 1985: Full and part-time status of the civilian labor force by sex, age.

[7] U.S Department of Labor Statistics, News: USDL 85-50, February 1, 1985, Table A-3.

[8] U.S Department of Commerce, Bureau of the Census. 1980 Census of the Population Occupational Classification System Detailed Occupational Categories, June 10, 1980.

[9] U.S. Department of Labor Statistics, News: USDL 85-50, February 1, 1985, pp. 3 and 4.

[10] U.S. Department of Labor Statistics, News: USDL 85-50, February 1, 1985, p. 4.

[11] U.S. Department of Labor Statistics, News: USDL 85-43, January 30, 1985, p. 2.

[12] U.S. Department of Labor Statistics, News: USDL 85-50, February 1, 1985, p. 3.

[13] U.S. Department of Labor Statistics, News: USDL 85-178, May 9, 1985, p. 1.

[14] Hasasi, S. B., Gordon, L. R., Roe, C. A. Factors associated with the employment status of handicapped youth exiting high school from 1979 to 1983. Exceptional Children, 1985, 51(6), p. 461.

[15] U.S. Department of Labor Statistics, News: USDL 85-10, January 9, 1985, Table A-13.

[16] U.S. Department of Labor Statistics, News: USDL 85-10 January 9, 1985, p. 3.

[17] White, C. S., Karchmer, M.A., Armstrong, D. F., Bezozo, C. E. Current Trends in High School Graduation and College Enrollment of Hearing-Impaired Students Attending Residential Schools for Deaf Persons. American Annals of the Deaf, 1984, 129(2), pp. 125-131.

[18] Employment and Earnings. U.S. Department of Labor Bureau of Labor Statistics, February 1985: Employment status of the civilian noninstitutional population 16 to 24 years of age by school enrollment, years of school completed, sex, race, and Hispanic origin.

[19] Hasazi, S. B., Gordon, L.R., Roe, C.A. Factors associated with the employment status of handicapped youth exiting high school from 1979 to 1983. Exceptional Children, 1985, 51(6), p. 460.

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APPENDIX A

Those Who Have Earned Additional Degrees

Programs

GRADUATING CLASS	PROGRAM	NUMBER
1964	Business Data Entry Equipment Operations	1
	Computer, Programming	1
	Education, General	1
	Home Economics, General	1
	Library Science	1
	Mathematics, General	1
	Printing Press Operations	1
	Sociology	1
	Special Education	1
	Theater Design	1
	Typing, General	1
1974	Accounting	1
	Accounting, Bookkeeping and Related Programs, General	2
	American Studies	1
	Automotive Body	2
	Business Administration and Management, General	3
	Business and Office, Other	2
	Business Data Entry Equipment Operations	1
	Commercial Photography	1
	Comparative Literature	1
	Data Processing	2
	Education of the Deaf and Hearing Impaired	4
	Educational Media Technology	1
	Fine Arts, Other	1
	Geology	1
	Graphic Arts	1
	History	1
	Home Economics, General	3
	Liberal/General Studies	1
	Literature, English	1
	Machine Billing, Bookkeeping, and Computing	1
	Machine Tool Operation/Machine Shop	1
	Medical Laboratoratory Technology	1
	Medical Records	1
	Photography	1
	Physical Education	1
	Rehabilitation Counseling	2
	Sociology	1
	Speech/Hearing Therapy Aide	1
	Undecided, or Not Specified	1

APPENDIX A

Those Who Have Earned Additional Degrees

Programs

GRADUATING CLASS	PROGRAM	NUMBER
	Welding, Brazing, and Soldering	2
1980	Accounting	2
	Accounting, Bookkeeping, and Related Programs, General	2
	Air Conditioning, Heating, and Refrigeration Technology	1
	Automotive Mechanics	1
	Automotive Technology	1
	Business Administration and Management, General	1
	Data Processing	3
	Drafting & Design	1
	General Office Clerk	2
	Graphic & Printing Communications, General	1
	Graphic Arts	1
	Graphic Arts Technology	1
	Law Enforcement Administration	1
	Liberal/General Studies	1
	Manufactoring/Materials Processing	4
	Medical Records Technology	1
	Photographic Laboratory and Darkroom	2
	Psychology, General	1
	Typing, General	5
	Upholstering	1
	Welding, Technology	1
	Welding, Brazing, and Soldering	1
	Word Processing	2
1982	Accounting, Bookkeeping and Related Programs, General	1
	Bookkeeping	1
	Clerk Typist	1
	Drafting & Design Technology	1
	Graphic Arts	1
	Manufacturing Technology	1
	Pre-elementary Education	1

APPENDIX B

Those Currently in School

Programs

GRADUATING CLASS	PROGRAM	NUMBER
1964	Business Administration and Management, General	1
	Design, Other	1
1974	Community Services	1
	Computer and Information Sciences, General	1
	Education, General	1
	English, General	1
	Information Sciences and Systems	1
	Medical Laboratory Technology	1
	Student Counseling and Personnel Services	1
	Undecided, or Not Specified	1
1980	Automotive Body Repair	1
	Biology, General	1
	Business Administration and Management, General	6
	Carpentry	1
	Counseling Psychology	1
	Data Processing	2
	Education, General	1
	Electromechanical Technology	1
	Electronic Technology	1
	Elementary Education	1
	English, General	1
	Industrial Electronics	1
	Information Sciences and Systems	1
	Liberal/General Studies	1
	Psychology, General	2
	Sociology	1
	Typing	1
	Undecided, or Not Specified	5
	Word Processing	3
1982	Accounting	3
	Accounting, Bookkeeping and Related Programs, General	3
	Automotive Body Repair	1
	Business Administration and Management, General	2
	Child Development and Guidance	1
	Commericial Photography	1
	Computer Programming	1
	Data Processing	1
	English, General	1

APPENDIX B

Those Currently in School

Programs

GRADUATING CLASS	PROGRAM	NUMBER
	General Office Clerk	1
	Graphic & Printing Communications, General	1
	Graphic Arts Technology	1
	Industrial Technology	1
	Liberal/General Studies	1
	Secretarial	1
	Sociology	1
	Teacher Education, General Programs	1
	Tool and Die	1
	Undecided, or Not Specified	12
	Upholstering	1
	Welding Technology	1
	Word Processing	2
1984	Accounting	1
	Accounting and Computing	1
	Accounting, Bookkeeping and Related Programs, General	1
	Allied Health, Other	1
	Arts Management	1
	Automotive Body Repair	4
	Automotive Mechanics	3
	Baking	1
	Basic Skills, General	1
	Basic Skills, Other	1
	Biology, General	1
	Business & Management	2
	Business Administration and Management, General	4
	Business Data Entry Equipment Operations	2
	Business Data Processing and Related Programs, General	2
	Carpentry	3
	Child Care and Guidance Management and Services, Other	2
	Civil Technology	1
	Clerk Typist	3
	Computer & Information Sciences, Other	1
	Computer and Information Sciences, General	7
	Computer Programming	3
	Cosmetology	1
	Data Processing	9
	Dental Assisting	1
	Dental Laboratory Technology	2
	Drafting & Design Technology	1
	Drafting, General	1
	Education of the Deaf and Hearing Impaired	2

APPENDIX B

Those Currently in School

Programs

GRADUATING CLASS	PROGRAM	NUMBER
1984	Education, General	3
	Educational Media Technology	1
	Electromechanical Technology	2
	Elementary Education	1
	English Education	1
	English, General	1
	Fashion Design	1
	Food Service	2
	General Office Clerk	2
	Graphic & Printing Communications, General	1
	Graphic Arts	2
	Graphic Design	1
	Home Health Aide	1
	Liberal/General Studies	2
	Machine Tool Operations/Machine Shop	3
	Manufacturing/Materials Processing	1
	Mathematics, Education	1
	Medical Laboratory Technology	1
	Photographic Laboratory and Darkroom	1
	Photography	1
	Physical Education	2
	Physical Therapy	1
	Printing Press Operations	3
	Psychology, General	2
	Radio/Television, General	1
	Religion	1
	Secretarial and Related Programs, General	1
	Sheet Metal	1
	Small Engine Repair	1
	Social Work, General	1
	Special Training	2
	Typing, General	3
	Undecided, or Not Specified	44
	Welding, Brazing	2
	Woodworking, General	2
	Word Processing	1

APPENDIX C

Those Who Have Earned Another Degree

School

Graduating Class 1964

STATE	SCHOOL	NUMBER
CT	ECPI	1
DC	Gallaudet College	5
MD	Western Maryland College	1
NY	Rochester Institute of Technology	1
SD	Augustana College	1
XX	Company Training or Special Program	1

APPENDIX C
Those Who Have Earned Another Degree

School Attended

Graduating Class 1974

STATE	SCHOOL	NUMBER
CA	California State University-Northridge	2
	Golden West College	1
	Laney College	1
DC	Gallaudet College	13
IL	Illinois State University	1
	Quincy College	1
	Waubonsee Community College	3
LA	Delta School of Business	1
MD	Western Maryland College	4
MN	St. Paul Technical Vocational Institute	2
NY	New York University	3
	Rochester Institute of Technology	8
PA	Adelphia Business School	1
SC	University of South Carolina	1
SD	Nettleton Business College	1
XX	Company Training or Special Program	1

APPENDIX C

Those Who Have Earned Another Degree

School Attended

Graduating Class 1980

STATE	SCHOOL	NUMBER
CA	College of Sequoias	1
CO	Denver Auraria Community College	1
DC	Gallaudet College	1
IA	Iowa Western Community College	1
IL	Black Hawk College	1
	College of Dupage	1
	Tritin Community	1
	Waubonsee Community College	1
	William Rainey Harper College	1
MI	Monroe Community College	2
MN	St. Paul Technical Vocational Institute	3
ND	North Dakota State School of Science	1
NY	La Guardia Community College	1
	Rochester Institute of Technology	17
TX	Eastfield College	1
	El Centro College	1
	Southwest Collegiate Institute for the Deaf	1

APPENDIX C

Those Who Have Earned Another Degree

School Attended

Graduating Class 1982

STATE	SCHOOL	NUMBER
CO	Front Range Community College	1
IL	College of Dupage	1
NE	Metropolitan Technical Community College	1
NY	Erie Community College	1
	Rochester Institute of Technology	2
TX	Lee College	1

APPENDIX D

Those Who are Currently in School

School Attending

Graduating Class 1964

STATE	SCHOOL	NUMBER
MN	St. Paul Technical Vocational Institute	1
WI	Fox Valley Institute	1

APPENDIX D

Those Who Are Currently in School

School Attending

Graduating Class 1974

STATE	SCHOOL	NUMBER
CA	Ohlone College	1
	Vista College-Berkeley	1
IL	John Wood Community College	1
MD	University of Maryland	1
	Western Maryland College	1
NY	Rochester Institute of Technology	1
	SUNY-Empire State College	1
SC	University of South Carolina	1

APPENDIX D

Those Who Are Currently in School

School Attending

Graduating Class 1980

STATE	SCHOOL	NUMBER
CA	California State University-Northridge	1
	San Joaquin Delta College	1
CO	Front Range Community College	1
DC	Gallaudet College	10
FL	Lindsey Hopkins Technical Education Center	1
	Maynard A. Travis Vocational Technical School	1
IL	Sauk Valley Community College	1
	Triton Community College	1
LA	Elaine P. Nunex Vocational Technical School	1
MS	Northwest Mississippi Junior College	1
ND	Lake Region Junior College	1
	North Dakota State School of Science	1
NY	La Guardia Community College	2
	Nassau Community College	1
	Rochester Institute of Technology	6
TX	Eastfield College	1
WA	Washington Technical Institute	1

APPENDIX D

Those Who Are Currently in School

School Attending

Graduating Class 1982

STATE	SCHOOL	NUMBER
CA	Alamedia College	1
	California State University-Northridge	1
	Modesto Junior College	1
	Napa Valley College	1
	Santa Rosa Community College	1
CO	Front Range Community College	1
DC	Gallaudet College	11
IA	Iowa Western Community College	1
IL	Southern Illinois University	1
	William Rainey Harper College	1
KY	Somerset State Vocational Technical School	1
NY	Erie Community College	1
	La Guardia Community College	2
	New York Institute of Technology	1
	Rochester Institute of Technology	11
TX	Eastfield College	1

APPENDIX D

Those Who Are Currently in School

School Attending

Graduating Class 1984

STATE	SCHOOL	NUMBER
AZ	Pima Community College	2
CA	California State University-Northridge	1
	Fresno City College	1
	Laney College	1
	Los Angeles Pierce College	2
	Modesto Junior College	1
	Napa Valley College	1
	Ohlone College	6
	San Joaquin Delta College	1
	Santa Rosa Community College	1
CO	Red Rocks College	1
CT	Northwestern Connecticut Community College	1
	Southeastern Technical	1
DC	Gallaudet College	38
FL	Atlantic Vocational Technical Institute	1
	Broward Community College-Ft. Lauderdale	1
	Lewis M. Lively Area Vocational Technical School	1
	Lindsey Hopkins Technical Education Center	1
	Okaloosa Walton Junior College	1
	St. Petersburg Jr. College	1
	Vec Training School	1
	West Tech	1
GA	De Kalb Community College	1
IA	Iowa Western Community College	2
IL	Morton College	1
	Northern Illinois University	4
	Triton Community College	1
	Waubonsee Community College	5
KY	Eastern Kentucky Rehabilitation Center	3
	Jefferson State Vocational Technical School	1
	Kenton County Area Vocational Education Center	1
MD	Catonsville Community College	1

APPENDIX D

Those Who Are Currently in School

School Attending

Graduating Class 1984

STATE	SCHOOL	NUMBER
MN	Hennepin Technical Center	1
	St. Paul Technical Vocational Institute	6
NC	Lenoir-Rhyne College	1
MD	North Dakota State School of Science	1
NY	Fashion Institute of Technology	1
	La Guardia Community College	3
	New York City Technical College	1
	Robert Fiance Hair Design Institute-Bronx	1
	Rochester Institute of Technology	29
OR	Chemeketa Community College	3
	Linn-Benton Community College	1
	Portland Community College	2
	Southwestern Oregon Community College	1
PA	Seton Hill College	1
SD	Augustana College	1
	Mitchell Area Vocational Technical School	1
TN	Freed - Hardenman College	1
	Tennesee Temple University	1
TX	Eastfield College	1
	Southwest College	1
	Texas State Technical Institute	2
WA	Seattle Central Community College	1
XX	Company Training or Special Program	6

APPENDIX E

Specific Occupations of Those Employed Full-time

MALES

Occupation	Number
Accountants and Auditors	3
Assemblers	5
Automobile Body and Related Repairers	2
Automobile Mechanics	4
Bakers	1
Bookbinders	1
Bus, Truck, and Stationary Engine Mechanics	1
Butchers and Meat Cutters	2
Carpenters	3
Child Care Workers Except Private Household	5
Computer Operators	3
Construction Laborers	1
Cooks, Except Short Order	1
Counselors, Educational and Vocational	1
Crushing and Grinding Machine Operators	1
Data-Entry Keyers	2
Drafting Occupations	3
Drywall Installers	1
Electrical and Electronic Technicians	1
Electricians	1
File Clerks	1
General Office Clerks	2
Grinding, Abrading, Buffing, and Polishing Machine Operators	1
Hand Packers and Packagers	2
Hand Painting, Coating, and Decorating Occupations	1
Janitors and Cleaners	7
Kitchen Workers, Food Preparation	1
Laborers, Except Construction	3
Laundering and Dry Cleaning Machine Operators	2
Librarians	1

APPENDIX E

Specific Occupations of Those Employed Full-time

MALES

Occupation	Number
Machine Operators, Not Specified	2
Machinists	1
Mail Carriers, Postal Service	1
Mail Clerks, Exc. Postal Service	4
Mail Preparing and Paper Handling Machine Operators	1
Managers and Administrators, n.e.c.	1
Miscellaneous Food Preparation Occupations	5
Miscellaneous Machine Operators, n.e.c.	1
Miscellaneous Precision Metal Workers	2
Mixing and Blending Machine Operators	1
Packaging and Filing Machine Operators	1
Painters, Construction, and Maintenance	1
Painting and Paint Spraying Machine Operators	2
Payroll and Time Keeping Clerks	1
Peripheral Equipment Operators	1
Photoengravers and Lithographers	2
Photographic Process Machine Operators	5
Postal Clerks, Exc. Mail Carriers	7
Printing Machine Operators	5
Production Inspectors, Checkers, and Examiners	1
Roofers	1
Social Workers	1
Stock and Inventory Clerks	5
Stock Handlers and Baggers	2
Supervisors, Carpenters, and Related Workers	1
Supervisors, Production Occupations	1
Teachers, n.e.c.	1
Teachers, Secondary School	3
Teachers, Special Education	1
Traffic, Shipping, and Receiving Clerks	2
Truck Drivers, Heavy	1
Typesetters and Compositors	2
Typists	1
Vehicle Washers and Equipment Cleaners	1
Welders and Cutters	4
Welfare Service Aides	1
Wood Lathe, Routing, and Planing Machine Operators	1

APPENDIX F

Specific Occupations of Those Employed Full-time

FEMALES

Occupation	Number
Accountants and Auditors	1
Administrative Support Occupation, n.e.c.	1
Animal Caretaker, Except Farm	1
Artists, Performers, and Related Workers, n.e.c.	1
Assemblers	1
Billing, Posting, and Calculating Machine Operators	3
Bookkeepers, Accounting and Auditory Clerks	2
Child Care Workers, Except Private Household	3
Computer Operator	1
Cooks, Except Short Order	1
Cost and Rate Clerks	1
Data-Entry Keyers	13
Dressmakers	1
Electrical and Electronic Technicians	1
Farm Workers	1
File Clerks	8
General Office Clerk	5
Graders and Sorters, Agricultural Products	1
Hand Packers and Packagers	2
Health Record Technologists and Technicians	1
Information Clerks, n.e.c.	1
Information Clerks, Interviewers	1
Investigators and Adjusters, Except Insurance	1
Janitors and Cleaners	1
Kitchen Workers, Food Preparation	1
Librarians	1
Library Clerks	1

APPENDIX F

Specific Occupations of Those Employed Full-time

FEMALES

Occupation	Number
Machine Operators, Not Specified	3
Mail Clerks, Exc. Postal Services	2
Mail Preparing and Paper Handling Machine Operators	1
Managers and Administrators, n.e.c.	2
Miscellaneous Food Preparation Occupations	1
Miscellaneous Hand Working Occupations	1
Miscellaneous Precision Metal Workers	1
Optical Goods Workers	1
Personal Service Occupations, n.e.c.	1
Photographic Process Machine Operators	1
Postal Clerks, Exc. Mail Carriers	3
Production Testers	1
Records Clerks	2
Sales Workers, Commodity Unspecified	1
Secretaries	2
Stock and Inventory Clerks	3
Supervisors, Financial Records Processing	1
Supervisors, General Office	1
Teachers, Elementary School	1
Teachers, Prekindergarten and Kindergarten	1
Teachers, Secondary School	2
Teachers, Special Education	1
Technicians, n.e.c.	2
Textile Sewing Machine Operators	2
Traffic, Shipping and Receiving Clerks	1
Typists	6
Waiters/Waitresses Assistants	1

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GRADUATE FOLLOW-UP QUESTIONNAIRE

Dear Graduate,

We want to know what you are doing now. This information can help us to improve our school. We need to know about your present educational experiences, your work experiences, and your thoughts about our school.

We promise **we will NOT use your name or address** when we talk or write about the information you give us. Your name will remain private.

If you have any questions about this project, please contact the school and we will try to answer your questions.

I agree to answer the questions on this paper.

x _____ _____
Your signature Date

- **You must sign your name *(we can't use your answers without your signature)*,**
- **You should write your answers to the questions on this paper,**
- **Please mail the question paper to this school today. *(It is OK to have other people help you to complete this questions paper if you need assistance; but only you can sign it*).**

1. Name _____ _____ _____
(first) (middle) (last)

2. For **married** women: What was your **family name** when you were in this school?:
(maiden, family name) _____

3. Your **Home** Address: _____
(number) (street)

_____
(town/city) (state) (zip)

4. Your Address at **School**, or **Temporary Address**: *(fill in only if different from home address)*

_____
(number) (street)

_____
(town/city) (state) (zip)

5. Do you have?: *(mark the one you have)*
☐ Voice Telephone ☐ TTY ☐ TDD ☐ MCM ☐ None

The telephone number: (area code)_____ — (number)_____

6. Social Security Number: ☐☐☐ - ☐☐ - ☐☐☐☐

7. What year were you born?: _____

8. What year did you graduate from this school?: _____

9. Sex: ☐ Male ☐ Female

10. Are you?: *(mark one)*
☐ White (Non-Hispanic) ☐ Black (Non-Hispanic) ☐ Hispanic ☐ Asian or Pacific Islander
☐ American Indian or Alaskan Native ☐ Other _____

11. Mark the one that is true for you:
☐ Never Married ☐ Married now ☐ Separated ☐ Divorced ☐ Widowed

12. For **Married** people - is your husband or wife?:
☐ Hearing ☐ Hard of Hearing ☐ Deaf

(Please turn page and continue)

SCHOOL QUESTIONS

13. Since you graduated from **this** school *(your high school)* have you had?:

- ☐ Continuing education or adult education courses (**not** in a degree program)
- ☐ Apprenticeship training for your job
- ☐ Special training for license
- ☐ College courses for a degree
- ☐ None *(go to question number 24, please)*

14. Did you get a degree from another school? ☐ Yes ☐ No *(if no, go to question number 19, please)*

15. Circle the **highest** degree you have already earned:

1	2	3	4	5	6	7
High School Diploma or Certificate	Certificate *(after high school)*	Diploma *(after high school)*	Associates	Bachelors	Masters	Ph.D. *(doctorate)*

16. What is the name of the school where you received your **highest** degree?

_____ _____
(name of school) (state)

17. What kind of school was it? *(where you received your **highest** degree) (choose one):* ☐☐☐☐

- ☐ Vocational or Trade School
- ☐ Technical College
- ☐ Two-year College *(community college)*
- ☐ Four-year College *(undergraduate)*
- ☐ Graduate School *(after bachelor's degree)*
- ☐ Other *(explain)* _____

18. What did you study? *(your major or specialty area)*

_____ ☐☐☐☐☐☐

19. Are you in **school now**?: ☐ Yes ☐ No *(if no, go to question number 24)*

20. In your school now, are you: *(choose one)*

- ☐ Full-time student *(12 course credits or more of classes each week)*
- ☐ Part-time student *(less than 12 course credits of classes each week)*

21. What is the name of the school you go to now?

_____ _____
(name of school) (state)

22. What kind of school is it? *(choose one)* ☐☐☐☐

- ☐ Vocational or Trade School
- ☐ Technical College
- ☐ Two-year College *(community college)*
- ☐ Four-year College *(undergraduate)*
- ☐ Graduate School *(after bachelor's degree)*
- ☐ Other *(explain)* _____

23. What are you studying? *(your major or specialty area)*

_____ ☐☐☐☐☐☐

(Please go on to next page and continue)

JOB QUESTIONS

24. Do you work for pay now? *(mark the **one** that is true for you)*

- ☐ Yes, I **have a job** ..... (go to question 25 and continue)
- ☐ No, I **do not have** a job, I **am looking** for a job ..... (go to question 34, page 4)
- ☐ No, I **do not have a job,** I am **not looking** for a job ..... (go to question 36, page 4)

ONLY FOR THOSE WHO HAVE A JOB (question numbers 25 to 33):

25. Where do you work? (name of company) _____

_____ / _____ / _____ / _____
(street) (town/city) (state) (zip)

26. What kind of business or industry is it? *(for example: a college, hospital, social service, a maker of airplane parts)*

_____ ☐☐☐

27. What is the name of your job? _____

28. What are the activities or duties that you do on your job **most of the time?:**

_____

_____ ☐☐☐

29. How many hours do you usually work **each week?** *(mark one)*

- ☐ 35 hours or more each week
- ☐ Less than 35 hours each week

30. How often do you get a paycheck? *(mark one)*

- ☐ every week ☐ every two weeks ☐ two times a month ☐ once a month
- ☐ other *(explain)* _____

31. We would like some information about your pay. Look at the pay information on your paycheck *(see example)*

A. What is your **FULL PAY (Gross Pay)** on your paycheck, **before deductions?**

$ _____

B. What is the pay you **TAKE HOME (Net Pay) after deductions?**

$ _____

EXAMPLE

32. How do you feel about these parts of your job? *(circle the number that says how you feel)*

	Very Unhappy	Often Unhappy	Not Sure	Often Happy	Very Happy
a) My pay?	1	2	3	4	5
b) The activities and duties on my job?	1	2	3	4	5
c) Education or training that my company gives me?	1	2	3	4	5
d) My supervisor (boss)?	1	2	3	4	5
e) The people that I work with?	1	2	3	4	5
f) The help that my company gives me and other deaf people on the job	1	2	3	4	5

(Please turn page and continue)

33. How did you get the job you have now? *(mark **each one** Yes or No)*

Yes No

- ☐ ☐ visited a State Employment Service
- ☐ ☐ visited a Private Employment Service
- ☐ ☐ answered or placed a want ad
- ☐ ☐ gave an application to an employer
- ☐ ☐ received Job Help from a Vocational Rehabilitation Counselor
- ☐ ☐ Other *(explain)* _____

(go to question number 37 and finish answering the questions)

FOR PEOPLE NOT WORKING BUT LOOKING FOR A JOB *(question numbers 34 and 35)*

34. Have you looked for a job in the past 4 weeks? ☐ Yes ☐ No

35. Have you done any of these things in the past 4 weeks?: *(mark each one Yes or No)*

Yes No

- ☐ ☐ visited a State Employment Service
- ☐ ☐ visited a Private Employment Service
- ☐ ☐ answered or placed want ads
- ☐ ☐ given an application to an employer
- ☐ ☐ received Job help from a Vocational Rehabilitation Counselor
- ☐ ☐ Other *(explain)* _____

(go to question number 37 and finish answering the questions)

FOR PEOPLE NOT WORKING AND NOT LOOKING FOR A JOB *(question number 36)*

36. Are you?: *(mark **each one** Yes or No)*

Yes No

- ☐ ☐ going to school
- ☐ ☐ too sick to work
- ☐ ☐ staying at home to take care of family
- ☐ ☐ not able to get child care help
- ☐ ☐ not able to find a job
- ☐ ☐ thinking employers are not hiring
- ☐ ☐ thinking you need more skills
- ☐ ☐ other *(explain)* _____

37. Do you get money now from?: *(mark **each one** Yes or No)*

Yes No

- ☐ ☐ Social Security Income (SSI)
- ☐ ☐ Social Security Disability Benefits (SSD)
- ☐ ☐ Vocational Rehabilitation (VR, OR, OVR, DVR)
- ☐ ☐ Welfare
- ☐ ☐ Unemployment Insurance
- ☐ ☐ Other *(explain)* _____

38. Do you own land, your home, or some other building?: ☐ Yes ☐ No

ATTENTION! Before you finish, please write your thoughts about this school on the other paper that is included with this question paper. We want your thoughts for making this school better for our students.

THANK YOU FOR YOUR HELP.

The 1984-85 school year is the sixth year of gathering information from graduates. The Program would be meaningless without the participation of the schools themselves and the project coordinators appointed by each of these schools. We also acknowledge the Conference of Educational Administrators Serving the Deaf for their continued support of the Program.

We thank the alumni of these secondary programs for the deaf who have the trust, and take the time, to respond to and return the questionnaires.

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NTID Program Coordinator

Dr. Judy Egelston-Dodd
NTID Manager,
Career Outreach and
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